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CURRICULUM GUIDE

LE FRANÇAIS ORAL (Grade 9)

Huitième Année

Neuvième Année

Préparé par un comité de l'Association
des Professeurs de Français de Calgary

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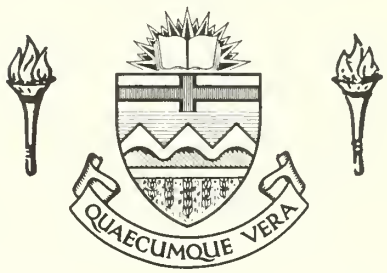

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FOREWORD

This Guide, prepared by a group of teachers in Calgary, has been recommended by the Junior High School Curriculum Committee as a source book and aid for teachers of Grade IX Oral French.

The Guide is based upon a two-year plan which Calgary has followed for many years, and is naturally too detailed to serve as a course of study for classes having only one year of Junior High French. Nevertheless, it contains a wealth of helpful devices and techniques, a short introduction to phonetics, and much interesting subject matter.

Teachers will exercise their own judgment with respect to the use of any of this material, and especially as to the quantity of written work assigned. They are, however, reminded that the approach is essentially an oral approach, and the aim is to teach students to speak French, not to write it.

No part of the Guide is prescriptive. The section on "French Civilization", pages 13-23, may well be developed by a teacher who has visited French Canada, but should not be injected as "filler" or seatwork to interrupt the oral activities proper to the subject.

Teachers are also reminded of the suggestions regarding this course in the Junior High School Handbook, p. 19: "Oral French should be offered less frequently than the other electives and only with the special permission of the superintendent. This course is planned primarily for districts having a French-speaking teacher. To teach the course successfully the teacher requires a two-fold equipment: (a) ability to converse freely in the language, and (b) a clear concept of the principles underlying language training."

It should be constantly kept in mind that this is an exploratory course, that it is primarily a language course, and that its approach is an oral one. Too much drill and tedious written work should not be allowed to dull the appetite of those students who might otherwise develop a serious interest in foreign language study.

The course in Oral French is intended for Grade IX students, and any center wishing to depart from this rule must first request approval from the Department of Education.

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Sources and References

In the list of references on page 15, "Public Library" refers to the Calgary Public Library. The following books on the list may also be obtained from the Edmonton Public Library:

Gaspé - Land of History and Romance: Blodwen Davies
Other Days, Other Ways: Benchard
Canadien: Bovey
Away to Gaspé: Brintey
We Fell in Love with Quebec: Dean and Marshall
Quebec Patchwork: Donald
Montreal: Stephen Leacock
Old Quebec - Trail and Homes: Woodley
The Lure of Montreal: Percival

Recordings of French songs are available in series by Columbia, Victor, Decca, Linguaphone, and others. Catalogs may be consulted in music stores.

Films: (available from the Audio-Visual Aids Branch)

T-574	Chants Populaires 1:	En Roulant ma Boule: A la Claire Fontaine
T-575	Chants Populaires 2:	Auprès de ma Blonde: Envoyons de l'Avant nos Sens.
T-576	Chants Populaires 4:	Filez, Filez, O Mon Navire; J'ai Tant Dansé.
T-320	French "U"	
T-876	L'Entente Cordiale	
T-800, T-801, T-802	Le Français par le Film. (rather difficult for beginners).	

Filmstrips: (available from the Audio-Visual Aids Branch)

F-1104	Aids to pronunciation, telling time, weather, idiomatic expressions.	
F-1110	Vocabulary Builder:	The House
F-1111	Vocabulary Builder:	Parts of the Body
F-1112	Vocabulary Builder:	Clothing and Food
F-1113	Vocabulary Builder:	The Garden

Note: As this Guide was originally prepared for use in Calgary, certain of the suggestions and references, notably the last paragraphs on pages 24 and 68, will be of concern only to Calgary teachers.

AIMS

1. The development of all four phases of language learning - understanding, speaking, reading and writing, with the emphasis placed on the phases of understanding and speaking.

2. Increased knowledge of the people whose native tongue is French.

3. Indirectly, the development of greater understanding and appreciation of the contributions made by these people.

4. An understanding of one's one interest and ability in foreign language study.

PRINCIPLES OF INSTRUCTION

The principles outlined below are taken largely from the teachings of Emile B. deSauzé, originator of the Cleveland Plan.

1. Instruction in French

From the very beginning lessons should be conducted in French rather than in English. This will require greater teaching skill, and progress will seem to be slow. However, actual learning will be greatly improved.

When the teacher continually uses English to explain the French, pupils begin to wait for the translation rather than think their way through to the meaning. These pupils soon get the false idea that one cannot learn French without the aid of English, and in high school are unprepared to accept instruction in French.

At the beginning the pupils should be told that they are going to learn French as they would if they were in a classroom in Quebec or France, and that often they will have to puzzle out the meaning.

Careful planning is essential. The teacher's vocabulary must be limited to simple and essential expressions. New expressions must be introduced gradually, and repeated frequently. Dramatizing, blackboard illustrations, pictures, concrete objects, paraphrasing in simple French will be necessary to convey meanings.

When English is necessary to convey the meaning it should be used in a form that is in keeping with the French atmosphere of the classroom, by using such expressions as : "En anglais ----------", "Ceci veut dire en anglais ----------", "Dites ces expressions anglaises en français", etc.

General instructions or remarks that are too difficult to be given in French should be given either before the lesson begins or at its conclusion.

2. One difficulty at a time

Only one major difficulty is introduced in a lesson. This helps to avoid the confusion and frustration that result from the presentation of too many concepts at one time.

3. Go slowly

Assimilation of new language concepts takes much time. Constant drill in varied forms is necessary to develop mastery.

4. Challenge the pupils

Answers should not always be given by the teacher, when the pupils are not able to reply. Pupils should be made to think their way through the problems to the answers. This challenge has a real interest value. Don't spoil it by giving answers in order to speed up the lesson. This will only slow down the actual learning.

5. Develop an understanding of the language structure

While young pupils learn quickly by rote, pupils of junior high age learn more quickly if they understand the structure of the language as this enables them to apply reasoning to their learning.

The teaching of grammar should be more formal than that of the senior high school. Grammatical principles will be taught as the need arises. In each of the six parts of the course as outlined the principles that will be required are noted. It is not expected that the principles outlined for grade eight will be mastered. The pupils should gain a good general understanding of them, however, so that repetition of the same principles in grade nine will lead to a satisfactory mastery before the pupils enter high school.

Sometimes the principles might be taught before the work requiring their use is studied. More frequently the principles should grow out of the work. For example, in work requiring the use of adjectives the teacher will have the pupils give the correct form by rote without any formal teaching of agreement. e.g. "Le crayon est vert. La craie est verte." Later the pupils will be led to note the difference and explain it.

As the principles are introduced oral and written drills should be used to help in the fixing of the concepts.

6. Emphasize the oral approach

Pupils have a strong desire to speak the language they are learning. Emphasis must always be placed on understanding and speaking French. To do this the ear must be trained to recognize the French sounds. Furthermore, the ear is the most efficient organ in language learning. Pupils should first hear the French and repeat it before they write and read it. Give the pupils the opportunity to listen. Check comprehension by questions.

In the method suggested in the sample lessons, pupils are encouraged to write the French from the very beginning. This is done in order to quickly associate letter combinations with sounds. However, if the pupils are encouraged to read the written form too early, they will tend to anglicize the sounds.

GENERAL SUGGESTIONS

1. Basic Material

The basic material of the course has been outlined in a six-unit sequence. These units should be taught in this sequence. However, as more material is included than the average class may be able to complete, the last one or two units may be omitted. Stress quality rather than quantity.

2. Notebooks

Looseleafs are preferable as they are more readily divided into sections, and individual sheets may be turned in for correction. Sections might be the following: notes, exercises, civilization, songs (mimeographed), and vocabulary (mimeographed).

The note section should be in French. Cut-outs and simple line-drawings often serve to convey the meaning. The pupils can refer to the vocabulary, which will have both the English and the French, when they have lost the meaning of a word.

3. Grouping

In large classes it is difficult to find time for individual pupils to speak. By arranging the class in groups of twos or fours practice drills can be carried on within the groups in order to promote more individual participation. Drill material should be limited in scope and well understood.

Classes may also be divided into two or three groups according to progress. In this way the slower pupils can be given more drill while the more advanced pupils broaden their studies through additional excercises, readings, and plays.

4. Exercises, readings, and playlets

Some exercises, readings, and playlets given in the outline to serve as examples to assist teachers in the preparation of similar material for their own classroom needs.

The vocabulary of the readings and playlets contains very few new words and expressions and there is a great deal of repetition that provides essential drill. As the conversation of the playlets must be simple, the interest depends upon pupil acting.

PRONUNCIATION

Too great a stress cannot be placed on the importance of correct pronunciation at this early stage of language learning when interest is high and the imitative powers of the pupils strong. The teacher who leads the pupils to pronounce correctly even a very limited vocabulary is giving them a firm foundation upon which to build their language learning.

Two Approaches

1. Informal
   By this method the pupils learn by imitation in the daily routine of class work. Difficulties are noted as they occur and remedial drills are given.

2. Formal
   In the first stages of language learning the pupils are taught, in French if possible, the mechanics of correct pronunciation. Remedial work is then carried on as the need arises. Studies show that pupils who are given a foundation in pronunciation at the beginning generally learn to speak more correctly. Teachers using this method will find an excellent outline in "Parlez-Vous Français?" - pages 445 ff.

Some Suggestions

1. Do not teach the phonetic symbols at this level. They will merely confuse the pupils.

2. Teach the letter combinations that are pronounced similarly. Build up word lists for each sound. Pupils do not need to know the meaning of all these words.

3. Flash cards help to drill the sounds. As new sounds are learned new words are added to the pack.

4. Insist on correct pronunciation as much as possible without dampening pupils' enthusiasm by too much correction. When a pupil makes a mistake, do not always give him the correct form, that he will merely repeat and then likely forget. Often let him reason out his error and correct it.

5. Greater progress is made if each pupil has a mirror. Bright tin cut to a suitable size in the shop and bound with tape is very satisfactory.

Sources:

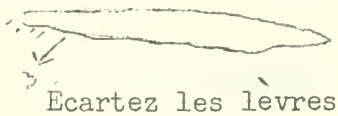
"Parlez-Vous Français?" - Huebener and Neuschatz - pages 445 ff.
"Premier Cours de Français" - Roux - page 1 ff.
"Nouveau Cours Pratique" - de Sauzé - page xiii ff.

PRONUNCIATION VOCABULARY

The expressions given below are the most essential. The more difficult movements, such as the raising or lowering of the back or middle of the tongue have been omitted. In most cases these movements occur naturally.

Simple board diagrams supplementing the teacher's demonstration aid pupil understanding.

Examples:



Écartez les lèvres

Point to parts as you give directions:

1. Serrez les dents
2. Pressez la langue contre les dents inférieures
3. Écartez les lèvres.

LES VOYELLES - premier groupe

[i]

1. Serrez les dents.
2. Pressez la langue contre les dents inférieures.
3. Ecartez les coins de la bouche.

[e] [ɛ] [a]

1. Ouvrez de plus en plus la bouche.
2. Retirez de plus en plus la langue.

Note - Prononcez le son [e] avec un son beaucoup plus bref que le son "ay" dans le mot anglais "day". Les dents doivent être presque serrées.

LES VOYELLES - deuxième groupe

[ɑ]

1. Ouvrez bien la bouche. Prononcez [ɑ] comme le "a" dans le mot anglais "father".

[ɔ] [o] [u]

1. Fermez graduellement la bouche.
2. Avancez et arrondissez de plus en plus les lèvres.
3. Retirez de plus en plus la langue.

LES VOYELLES - troisième groupe

[y]

1. Prononcez [i] (ou [e]).
2. Ne changez pas la position de la langue ou des mâchoires.
3. Avancez et arrondissez les lèvres.

[ø]

1. Prononcez [ɛ] .
2. Arrondissez les lèvres comme pour [o] .

[œ]

1. Prononcez [ɛ] .
2. Arrondissez les lèvres comme pour [ɔ] .

[ə]

1. Prononcez comme le son anglais dans le mot "the".

LES VOYELLES NASALISÉES

[ɛ̃]

1. Prononcez [ɛ] .
2. Prononcez-le par la bouche et par le nez.

[ɑ̃]

Commencez par [ɑ] .

[ɔ̃]

Commencez par [o] , au lieu de [ɔ] .

[œ̃]

Commencez par [œ] .

LES SEMI-VOYELLES

[w]

Prononcez comme le son "w" dans le mot "will".

[j]

Prononcez comme le son "y" dans le mot "yet".

[ɥ]

1. Prononcez lentement [y] et [i] .
2. Prononcez les sons de plus en plus vite.

LES CONSONNES

See the reference texts for the differences between the French and the English consonants.

SONGS

Songs should provide the following:

1. Enjoyment
2. Development of correct pronunciation
3. Vocabulary

Suggestions for teaching

1. As songs often present many new expressions, instruction in most cases must be in English.

2. Time is saved if pupils are given mimeographed sheets of the songs. Pupils might cut out the songs and paste them on individual sheets. This will provide room for drawings that illustrate meanings, other words and expressions related to those used in the songs.

3. Before the song is explained, pupils might note the words that they recognize.

4. The song should then be explained. Do not insist on a word for word translation. At this stage a general understanding is all that is necessary.

5. Have the pupils repeat the words of the first stanza. Watch for correct pronunciation. Play or sing the first stanza while the pupils listen. Repeat the stanza with the pupils humming or singing softly. Then have the pupils sing the stanza. When the pupils know the tune have them sing while you listen for incorrect pronunciation. Add the other stanzas. Smaller groups such as girls, boys, and rows might sing in order that the teacher may be able to detect errors.

Note:

Short songs can be taught without any written form. This is preferable in the early weeks as the pupils concentrate on the correct imitation of the sounds. With the words in front of them the pupils tend to anglicize the pronunciation.

6. When a song is well known the pupils might repeat it orally as a memory and pronunciation exercise.

Some suggested songs

The teacher should choose from these and other sources about ten songs for the year's work. The songs marked with an "X" are especially suitable for Grade Eight. (R) - Records.

X 1. L'alphabet français
X 2. Au clair de la lune (R)
X 3. Alouette (R)
4. À la claire fontaine (R)
5. Auprès de ma Blonde (R)
X 6. C'est l'aviron (R)
X 7. O Canada
X 8. Dieu Protège la Reine
X 9. D'ou viens-tu, bergère? (R)
10. En Passant par la Lorraine (R)
11. En Roulant Ma Boule (R)
X 12. Frère Jacques (R)
13. Gai lon là, gai le rosier (R)
X 14. Il était une bergère (R)
15. J'ai du bon tabac
X 16. La Marseillaise (R)
17. Malbrough s'en va-t-en guerre (R)
18. Marianne s'en va-t-au moulin (R)
19. Meunier, tu dors
20. Ma Normandie (R)
X 21. La Vigne au vin (R)
22. Sur le pont d'Avignon (R)
23. Vive la Canadienne (R)
24. Voici Noël, O Douce Nuit
25. C'est le printemps

1. Objets masculins et féminins

This game provides an early opportunity to drill nouns according to their gender. It is valuable drill in both grades eight and nine.

The class should be divided into two teams - boys against girls makes a good division. The first member of a team gives a word that is masculine; the first member of the other team gives a word that is feminine. The other members continue in the same manner. Each error counts a point against a team. Insist on the use of an article. During the early stages of the work allow the repetition of words as long as they are not repeated too closely together.

This game can be used profitably throughout the year. It will add interest to the last few minutes of a lesson.

Vocabulaire

1. Form two teams - Formez deux équipes
2. Scorer - le marqueur, la marqueuse
3. Keep the score - compter, marquer les points

2. Je pense à quelque chose. Nous pensons à quelque chose.

In the first form one pupil comes to the front, chooses an object, and repeats, "Je pense à quelque chose. Qu'est-ce que c'est?". Pupils try to guess its name. They use the expression, "Est-ce une plume?", etc. The pupil at the front replies with "Non, ce n'est pas une plume." or "Oui, c'est une plume." Insist on the use of these expressions. The pupil who guesses the object chooses the next object.

In the second form one team plays against the other. While the pupils on one side cover their eyes or look away, a member of the other team chooses an object and indicates it to the members of his team. Members of the opposing team try to name the object. Replies might be given individually or as a group.

3. L'alphabet

The first member of one team gives any word in French, such as "le crayon". The first member of the other team must give another word beginning with the same letter - such as "cinq". The game continues until one member cannot give a word. He then gives a word beginning with another letter. His team loses one point.

This games provides drill of all words in the pupils' vocabulary.

4. Qui a le sou?

This is an excellent game to drill some of the forms of the verb "avoir".

While the members of one team hide their eyes, a member of the other gives the penny to a member of his team. All members of the other team each take a turn in trying to locate the penny. The question asked is, "Avez-vous le sou, Robert?" etc. The replies are, "Non, je n'ai pas le sou." or "Oui, j'ai le sou." Give half as many chances as there are members on a team. The pupil who finds the penny hides it the next time. If the penny is not located, the pupil holding it hides it again.

When the above expressions are well-learned, have the question put to the whole team - "Marie, a-t-elle le sou?" All members or individuals will reply.

Another way to play the game is to have the member who hides the penny remain at the front. He is asked the question, "Jean, a-t-il le sou?" Jean replies, "Non, je n'ai pas le sou." The member at the front relays the answer, "Non, Jean n'a pas le sou." One way to maintain interest is to penalize a team that does not keep to the exact form. A mistake made by the questioner loses his side one turn; a mistake by the one answering gives the questioners an extra turn.

Vocabulaire

We are ready - Nous sommes prêts.
You have lost a turn - Vous avez perdu une chance.

5. Bingo

This game can be played with numbers or with words.

With numbers the game is played in the usual manner. The winner becomes the caller.

In word bingo the cards are made up with pictures and symbols. If objects alone are used the caller indicates the object without naming it. If the pictures and symbols include adjectives, actions, prepositions, letters, numbers, etc., the caller names them.

Vocabulary

Under the B	- Sous le B
Under the I free	- Sous le I gratuit
Playing card	- Une carte de bingo
A marker	- Un marqueur

6. Le baseball français

This game drills various question forms. It can be played in grade eight towards the end of the term.

The class is divided into two teams. A scorer is chosen. The score is kept as in regular baseball. The teacher acts as umpire. Three chairs are placed in front of the room as bases. The pupil's seat is his home plate. One team is in the field asking questions; the other is at bat answering them. When a batter answers correctly, he goes to first base. When another batter goes to first, the one on first goes to second. A runner, therefore, advances on the bases and finally scores when others answer correctly.

If the questioner fails to give a question in ten seconds, the batter is given a walk. If the batter fails to answer a question in ten seconds, the questioner must answer the question correctly before he is counted out. If the questioner fails to answer his own question, the question is considered a foul, and the batter is asked a question by the next pitcher.

Much interest is developed if the umpire indicates the passing seconds. As umpire he has the right to make the seconds long or short, but he must be prepared for a strong protest if any suspect him of undue favoritism.

At the beginning the questions should be based on work that has been well studied. Pupils should have a list of questions to choose from. Later, questions on strips of paper might be placed in a box. The pitcher draws a question to ask. Since he must answer it if the batter fails, he himself is under pressure.

In grade nine the questions can be weighted - a one-base question, two-base, three-base and home run . The questioner chooses the kind he wishes to ask.

Vocabulaire du baseball français

The following vocabulary is based on baseball vocabulary used by French-Canadians. It includes terms necessary to the classroom game and terms that pupils will want to know.

The baseball field	- le champ de baseball
The infield	- le petit champ
The outfield	- le grand champ
Homeplate	- le marbre
First base	- le premier but
Second base	- le deuxieme but
Third base	- le troisième but
Catcher	- l'attrapeur
Pitcher	- le lanceur
First baseman	- le joueur de premier but
Second baseman	- le joueur de deuxième but
Third baseman	- le joueur de troisième but
Short stop	- l'arrêt-court
Left fielder	- le joueur de champ de gauche
Right fielder	- le joueur de champ de droite
Centre fielder	- le joueur de champ de centre

Batter	- le batteur
A strike ball	- une bonne
A ball	- une mauvaise
A foul	- un foul
A hit	- un hit
An error	- une erreur
A fly	- une chandelle
The bat	- le bâton
To hit	- cogner
A runner	- un coureur
The mound	- le monticule
A left-handed hitter	- un frappeur gaucher
A base-stealer	- un voleur de buts
The umpire	- l'arbitre
One-base hit	- un simple
To hit a single	- frapper un simple
Two-base hit	- deux buts
Three-base hit	- trois buts
A home run	- un circuit
A fan	- un partisan, un fervent
An inning	- une manche
To get a base on balls	- obtenir un but sur balles
To put out a player	- retirer le frappeur
The infield	- le champ interieur
A double header	- un programme double

7. Vingt Questions

This game can be used in the second year to give drill on more advanced questions.

It begins like "Nous pensons à quelque chose." Now, however, the opposing side may ask up to twenty questions in order to discover the identity of the object. To do this they must be given a series of questions. Some of these questions would be:

1. L'objet est-il devant la classe?
2. De quelle couleur est-il?
3. L'objet est-il grand?

etc.

The order in which pupils will be selected to ask and to answer questions will vary. At first let pupils who are able ask or answer. Later the pupils should ask and answer in a regular order. A pupil who cannot ask a question loses that question for his side; a pupil who cannot answer gives the other side an additional question if it is needed.

The study of the people whose native tongue is French is a very important part of the course. For all pupils, and particularly for those who will not continue their study of the language, the knowledge, and the understanding and appreciation that should grow out of this knowledge will be one of the lasting values. For example, in relation to our fellow French-Canadians the facts of history, geography and economic and social development should lead to the following:

1. Appreciation of the work of the early French explorers, traders, missionaries, and colonizers in the development of Canada.
2. The reason why French-Canadians, while loyal to Canada and the Crown, do not have the same feelings toward Britain as do Canadians of British descent.
3. An understanding of the French-Canadians' strong attachment to the land, to their church, to their language and customs, and to family life.
4. A realization of the great contribution made by the industries of Quebec to the wealth of this country.
5. An appreciation of the enriched culture that we enjoy because Canada is a land of more than one race.

Such understandings and appreciation will not develop in one short year of study. One can only hope to make a small beginning.

SCOPE - GRADE EIGHT

In this grade the study should centre around the French-Canadians. As a guide some topics are suggested below.

1. Why study French?

The following values of the course should be noted:

1. Knowledge of whether one has the necessary interest, ability, and power of concentrated effort to master the language. (Exploratory value.)
2. Understanding and appreciation in matters relating to our French-Canadians in particular, and French people in general.
3. For those who master the language it will be an aid in business, in travel, and in the general enrichment of their lives.

2. Quebec City

One method of developing this topic to give it greater realism is outlined on pages 16, 18, 19 and 20. Note how history and geography are woven into a pattern and how present day problems are introduced to form a basis for discussion. Other topics could be developed in a similar manner.

3. Montreal

The study of this great cosmopolitan city provides an opportunity to show how the French and English speaking people have worked together to develop this industrial, commercial, and cultural centre.

4. The Gaspé

The story of the fishing industry might dominate this study.

5. The Saguenay

A trip into this region should show the importance of water-power in the industrial development of Quebec.

6. Geography of Quebec

After the study of several regions, one might make a general survey of the geography of Quebec - topography, climate, natural resources, industries.

7. Maple Sugaring

This is a good study for the month of March.

8. French-Canadian Culture

Too few people in Canada realize the great contribution that French-Canadians are making towards Canadian culture in the fields of home-crafts, art, literature, and music. Pupils can be given a very limited idea of this contribution through pictures, short summaries of French stories, poems, and plays, and the part played by French-Canadian artists on such programs as "Singing Stars of To-Morrow".

9. French-Canadian Colonization

The study of French-Canadian colonization in Quebec and beyond Quebec raises such problems as the difficulty of finding land for large families, resentment towards colonization by immigrants, and rights of French-Canadians beyond the borders of Quebec.

10. A Canadian Flag

A discussion of this question would bring out the different attitudes of the French-Canadians and the Canadians of British descent towards Great Britain and the problem of choosing a design that would unite rather than disunite the people of Canada.

Sources of Information - French-Canada

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Books

1. French-Canadian Backgrounds - School Board Library
2. This Canada - School Board Library
3. The Canadian Peoples - School Board Library
4. Quebec - Portrait of a Province -- Blodwen Davies - School Board Library
5. Gaspé - Land of History and Romance -- Blodwen Davies - Public Library
6. Untold Tales of Old Quebec -- E. C. Woodley - Public Library
7. The Province of Quebec Through Four Centuries -- E. Woodley (Gage)
8. The Story of Canada -- Brown, Harman, and Jeanneret - (Copp Clark)
9. Canada and Her Northern Neighbors -- Carpenter --(American Book Co.)
10. Canada and Her Neighbors -- Taylor, Seright, and Lloyd - (Ginn & Co.)
11. Canada's Past in Pictures -- C. W. Jefferies - Ryerson
12. Kingdom of the Saguenay -- Bardeau - Public Library
13. Other Days, Other Ways -- Bourhard - Public Library
14. Canadien -- Bovey - Public Library
15. Away to Gaspé -- Brintey - Public Library
16. We Fell in Love With Quebec -- Dean and Marshall - Public Library
17. Quebec Patchwork -- Donald - Public Library
18. French Canada -- Hughes - Public Library
19. Montreal -- Stephen Leacock - Public Library
20. Old Quebec - Trail and Homes -- Woodley - Public Library
21. The Lure of Montreal -- Percival - Public Library

Films

1. Summertime in Old Quebec -- Sound and Colour - Public Library

Sources of other material

1. Bureau du Tourisme de la Province de Québec
   Quebec, P.Q.

2. Canadian National Railways
   Traffic Department
   Montreal, P.Q.

3. Quebec Railway, Light and Power Co.
   Quebec, P.Q.

4. Quebec Automobile Club
   2 Avenue Chauveau
   Québec, P.Q.

RUTH ARRIVES IN QUEBEC CITY

The train rumbled through the suburbs of Quebec. Ruth was very excited. Her dream of a summer in Quebec was coming true - a dream made possible by the French scholarship that she had won. She had worked hard to win that scholarship. One had to work hard to be the best French student. Ever since she had left Calgary three days before, she had been thrilled. Now she was just a little afraid. Everything had seemed so strange since she had left Montreal. Around her the other passengers chatted in French, but even though she had won a scholarship she could not understand what they were saying. Outside, she had seen the narrow fields of the farms, and the tall church steeples that towered above the cluster of houses in each small village. It seemed as if she had travelled into another land. Now she knew how the boys and girls from Holland and Germany must have felt when they first came to her school.

The trainman called "Palais Gare", "Palace Station", and the train slowed down and stopped. Ruth moved with the crowd into the station. She wondered how Georges and Margot would ever recognize her even though she had told them in her last letter exactly what she would be wearing. She was near the end of the long line of waiting people. No one came to her. A feeling of panic came over her.

"What will I do?" she thought.

Just then a young girl approached her and said, "Est-ce Mademoiselle Geddes?"

"Oui," replied Ruth, "je m'appelle Ruth Geddes. Et c'est Margot, n'est-ce pas?"

Without realizing it Ruth found herself talking French. Just a few minutes ago in the train she had been wondering if she would ever dare speak French. Margot was a charming girl, a little younger than Ruth and very pretty. She introduced her brother, Georges. He was about Ruth's age, handsome but shy. He shook hands very politely, took Ruth's suit cases, and followed the two girls out of the station.

Margot whispered to Ruth, "Don't mind Georges. He is a little shy. You are the first western girl that he has met. He will change."

The three left the station. Georges called a taxi. As the car careened through narrow streets up the steep slopes to Upper Town, honking menacingly at each intersection, Ruth saw for the first time Old Quebec. It was just like the pictures that she had seen but could hardly believe. Sometimes the streets were so narrow that there wasn't room for two cars to pass. The doors of the houses opened onto the street. There were no spacious lawns or beautiful flower gardens.

"Is all Quebec like this?" Ruth asked Margot.

"Oh, no," replied Margot. "This is the old part of Quebec. The newer part is like any other city.

Just then they passed through a large stone gate. On both sides extended the high stone wall that surrounds the old section. Now they were on a broad avenue, called "Grande Allée". Georges gave a direction to the driver and he turned on to another street called St. Cyrille. All the streets and avenues have names in Quebec. Many of them are named after saints and great men in Canadian history. This street was lined on both sides with apartment buildings. In Quebec, as in Montreal, and other eastern cities a great many people live in apartments. The taxi stopped in front of one of these apartments. Margot led Ruth up the flight of stairs to her home - Ruth's home for the summer.

Questions to discuss:

1. Why did Ruth feel so strange in Quebec?
2. Of whom did she think? How would this experience help her to understand them?
3. Ruth was a good French student but she could not understand the people. Why? How would her little knowledge of French help her to learn more quickly?
4. What are your impressions of Georges and Margot? How do you think they felt as they waited at the station for Ruth?
5. How do visits like these help to build a more united Canada?

Method of Presentation

1. The teacher reads the story. As the story is read, or after the story, pictures related to is should be shown.
2. On the outline maps of Quebec pupils mark the position of Quebec city. (This outline map would be gradually filled in as the study of Quebec progresses.)
3. Questions are discussed.

Margot and Georges were anxious to show Ruth Quebec. They are intensely proud of their city, the oldest in Canada. Therefore, next morning they started out on their bicycles. Let's let Ruth describe what she saw.

We cycled along Grande Allée towards the centre of the city. This broad street with its beautiful homes, stately churches and large apartments always serves as a reminder that in old Quebec much is new and modern. As we neared the St. Louis Gate that lets one pass through the wall into the old fortified quarter, we passed the provincial parliament building where the affairs of this French province are conducted in French. St. Louis Gate is one of three that pierce the west wall. In days gone by strongly fortified walls and gates were ready at all times to hold back the invader. They were built by the English government in the early 1800's after Canada had been threatened by invading American armies during the war of 1812-1814. They replaced the wooden fortifications of the French regime. Fortunately the attackers never came. To-day, no longer needed for defence, they remain to attract the thousands of tourists that come to see the only walled city in America.

Beyond the gate, Grande Allée takes the name of St. Louis. It is a narrow street not with its old, old buildings bordering the narrow sidewalks. The oldest building is a small antique shop that displays the sign "Montcalm House". Montcalm is supposed to have had his headquarters there. It is an interesting tale, but entirely untrue. However, the house does date back to the time of Montcalm. Very few of the original buildings do remain. Many were destroyed in the bombardment; others have been destroyed by distasterous fires, and others just grew old and gave way to new buildings. However, nearly all the buildings in this region do date back to the 1800's.

At the end of St. Louis Street stands the majestic Château Frontenac. It bears proudly the name of that dauntless French governor, who, from old Château St. Louis that once stood on this self-same spot, sent his thunderous reply back to the English Admiral Phipp's demand that he surrender Quebec, "I will answer your general with the mouth of my cannon." Near the Château is the Champlain monument. The figure of Champlain, with its back to the river, looks over the city that Samuel de Champlain founded in 1608. In front of the Château, crowds stroll along Dufferin Terrace, a board walk built over the fortified ramparts. From here, one looks across the St. Lawrence to the city of Lévis on the opposite side, the point from which Wolfe bombarded Quebec. Even though the river is narrower here, one wonders how the ancient cannons that still frown over the ramparts could toss an iron ball so far. Two ferries continually cross and recross the river with their numerous passengers and vehicles.

Below the Terrace lies Lower Town. Here, on the narrow ledge between the cliff and the river, are jammed homes and businesses. It was in this area that the first buildings in Quebec were erected. Still standing is a house facing Notre-Dame Square that housed the Company of One Hundred Associates. Here, too, is the Notre-Dame-Des-Victoires Church, built in 1688, and dedicated to the Virgin Mary in thankfulness for the repulse of Phipps and the destruction of Walker's fleet. At a short distance and directly below the cliff is America's narrowest street. It is called Sous-le-Cap. Here there is just room for an automobile to pass. Elevated walks cross from one side to the other. Yes, it is easy to visit one's neighbors in Sous-le-Cap.

Lower down the slope from the Château Frontenac is Montmorency Park, situated on land farmed by Canada's first farmer, Louis Hébert. In it stands a monument to Georges Étienne Cartier, who worked so hard to persuade his fellow French-Canadians to share in Confederation. On his monument are his words that should be the guide for every Canadian, "Equal justice to all races and to all beliefs". They are the words of a great democratic leader.

Facing the park is the Archbishop's Palace and beside it Laval University. In 1663, Monseigneur Laval, the first bishop of Canada, established here a seminary. Thus, it is the oldest university in Canada, and one of our three French Universities. Adjoining the university and the archbishop's home is the Basilique or Basilica. It dates back to the time of Champlain. Like so many of the other buildings it has been built and rebuilt. This church carries the name Basilique because it is the church of the archbishop.

When we look eastward from the Terrace we see the port of Quebec, the elevators, a pulp mill, and factories that tell us that Quebec is a great commercial and manufacturing centre. Beyond we can see the low hills of the Laurentians that creep almost down to the water's edge. But we must not call them hills. In Quebec, these are mountains. Plainly in view in the middle of the river is the island of Orleans, connected to the mainland by a bridge over two miles long. This low island, five miles wide and twenty miles long, is so beautiful and so fertile that Wolfe called it the Island of Bacchus. Wolfe made his headquarters on it, as he prepared for his attack on Quebec. Strangely, though so close to Quebec, its people have retained many of the old customs.

If one takes the ferry to Lévis, the whole panorama of Quebec spreads before his eyes - Lower Town, crowded at the base of the cliff; the steep, forbidding slopes that lead up to the Ramparts where old cannons still stand guard; Château Frontenac; the Citadelle, commanding the highest point of land on Cape Diamond; and the Plains of Abraham. Few sights are more glorious than this when it is seen silhouetted by the setting sun.

Questions for discussion

1. What are some features of Quebec that would remind Ruth of her history lessons?
2. What are some features of Quebec that remind us that this old city is also very modern and progressive?
3. What features have caused Quebec to become such an important centre?

Things to do

1. Draw a map showing the region of Quebec and indicate on it some of the important features.
2. Prepare reports on the history of Quebec. Some of the topics might be:
   (a) Jacques Cartier at Quebec
   (b) Champlain establishes the first permanent settlement
   (c) Louis Hébert - the first farmer
   (d) Intendent Talon
   (e) Frontenac
   (f) How the English took Quebec

Books to read

(a) The Golden Dog -- Kirby
(b) Untold Tales of Quebec -- Public Library

ON THE PLAINS OF ABRAHAM

One day I said to Margot, "Where are the Plains of Abraham?" Margot smiled and replied, "You are standing on them right now. Our apartment is situated on the Plains."

"It doesn't seem possible, "I said. "I always thought --------."

"You thought that the great battle was fought on a small piece of land above the river. Let me tell you the story as we walk over to see a part of the battle field that is not covered with modern buildings."

This is what Margot told me. In 1635 Abraham Martin, an exiled Scot, was given a grant of land in this region. Since there were no others to interfere, he allowed his stock to roam over a wide area. As time went on the whole region from the cliffs facing the river to the cliffs on the other side of the cape became known as the Plains of Abraham. It was on this wide area that the fighting took place. The part that has been preserved is now a park which we call "Les Champs de Bataille".

The park was only a few blocks from Margot's home. It stretches westward along the edge of the cliff from the Citadelle. It was hard to believe that on this rolling land covered with lawn, trees and beautiful flowers part of that great battle had been fought. All that remains now are monuments marking the location of regiments and important events. The largest of these is a marble spire erected on the spot where Wolfe died in the hour of his greatest triumph. There is another monument just outside the park on Grande Allée to that noble loser, Montcalm. However, the monument that I like best is the one I had seen near the Château Frontenac. This simple shaft of stone has been erected to the memory of both Montcalm and Wolfe - a reminder that old quarrels must be forgotton.

Standing in the park are two Martello towers. Georges told me that these towers were built as part of the outer fortification when the great wall and Citadelle were constructed. To the visitor they appear to be nothing more than round towers with narrow slits through which soldiers could fire. Actually they were very cunningly constructed. The walls facing westward towards an approaching enemy are very thick to withstand heavy bombardment. The sides facing the inner fort are much weaker. If the enemy passed beyond the towers, the soldiers inside could retire to the fort through underground tunnels and the towers destroyed by the fort's guns to prevent the enemy using them.

The cliffs below the park are very steep. No invader could possibly scale them. Wolfe reached the heights at a spot several miles farther up the river at Wolfe's Cove. A fine motor road winds up the cliff where Wolfe's men struggled nearly two hundred years ago.

We sat on a knoll. Along the paths strolled people to and fro. A calèche rolled past, its passengers listening to the story told so often by the driver. They thought of the great events that had taken place here; the old horse, just a little weary of it all, thought of hay and oats. A large ocean liner moved up the river and turned to dock at the C.P.R. wharves below. The Lévis ferries passed each other on their way to opposite shores. The high nasal voice of a youngster in the narrow street unseen far below reached us. I thought how different the history of Canada might have been.

Questions

1. What conditions enabled the English to take Quebec?
2. How did this conquest affect the lives of the people of Quebec?
3. The French-Canadians are loyal to the sovereign and have shown great enthusiasm when the sovereigns have visited them. However, they do not have the same feeling towards England. Discuss the reasons for this.

Books to read

1. Forward Canada - Booklet published by the Northern Electric Company. The first story tells how the corruption of the government of New France enabled Wolfe to take Quebec.

RUTH VISITS THE ISLAND OF ORLEANS

All week the weather had been intolerably hot. The hot, breathless days had been followed by hot, breathless nights that brought no relief. I was so happy on Saturday when I heard M. Bédard say, "Demain, nous allons visiter la ferme." Margot and Georges had often spoken of their grandparents' farm on the Island of Orleans. Now I was to have a chance to see it. I was hoping that the countryside would not be as hot as the city.

Sunday morning, after mass, we left. A short distance out of the city Margot tugged my arm and said, "Regardez. Voilà les Chutes de Montmorency." These falls, twice as high as those of Niagara, tumble over the cliff with a gigantic roar. Nearby, a huge power house turns the falling water into electric power. Near the falls we turned on to the Orleans bridge, that spans the wide but shallow channel of the river to the island. It reminded me of Lion's Gate bridge that I had seen the summer before in Vancouver, and the Golden Gate bridge of San Francisco that I had seen in pictures.

As we drove along the river edge we passed through the tiny villages of Saint Pierre and Sainte Famille whose churches date back to the French regime, and past the beautiful country homes of the people of Quebec.

When we arrived at the farm there were several cars in the yard and many people gathered about. At first I thought something must have happened, but Margot hastened to assure me that it was not at all unusual. Many Sundays were like this. It was the one day that the family could get together. The family! I had forgotten that French-Canadian families are often large. These were just a few of Mr. Bédard's brothers and sisters, who had brought their children to spend a day with their grand-parents. I am sure that a reunion of the whole family would have looked like a convention. My own grand-parents would have a stroke if that many came at one time; but not M. and Mme. Bédard. They were so glad that we had come and were so sorry that Charles, their oldest son, could not. Margot whispered to me that it was a good thing because he had eight children at home. The other four were married.

At first I felt shy and even scared. There were so many people, and they seemed to talk so fast among themselves that I could hardly understand a word. Margot introduced me to each one and each one seemed so pleased to hear that I had come so far to learn French, and very surprised when I spoke to them in French. Being polite, they told me that I spoke very well. That made me feel happy even though I knew that it was not true. Did I say all seemed pleased to meet me? I forgot Uncle Jacques. He merely shook hands, and muttered "Enchanté" in a manner that showed that he was anything but "Charmed" and turned abruptly away. Margot saw that I was hurt.

"Don't mind Uncle Jacques," she said as she ushered me away. "He always acts like that when he meets English-speaking people. Daddy has often tried to tell him that he shouldn't feel that way. But Uncle Jacques just can't help himself. He will change when he knows you better."

Introductions over, I followed Margot and Georges to look at the farm. The cousins followed to look at me. The house, not as old as some on the island, had been built around 1850. The walls were of stone covered with white-washed plaster or stucco. Small dormer windows jutted out from the steep roof to provide light for the attic rooms. The wide eaves formed a ceiling for the porch that stretched the whole length of the house. Inside I expected to find fireplaces and rough wooden floors. Instead I found a beautiful home with many modern appliances.

Grandma Bédard's proudest possession was a new white enameled electric stove.

We went outside into the yard. Guillaume, Margot's little cousin, took my hand. He wanted to say something.

"Qu'est-ce que c'est, Guillaume?" I asked him.

"Mlle. Root," he replied, "avez-vous peur des indiens?"

We all laughed as Margot assured him that there were no bad Indians in the west any more.

"Here is something that you have never seen," said Georges, as he pointed to a small stone hut covered with a wooden roof. "It is an outdoor oven. Grandma still uses it to bake bread."

"How do you heat it?" I asked.

Georges explained that one first lit a fire inside the oven. When the stones were hot, the coals were raked out and the bread put in. The heat from the stones baked the bread, giving it a rich, golden crust. We had some later for dinner. Really, it was the most delicious bread that I had ever tasted.

At the end of the yard stood a huge stone barn. A ramp led up to large doors in the hay loft so that Grandpa Bédard could drive his tiny two-wheeled cart right into the loft. By the barn was a very tiny dog cart. In days gone by the Bedard's big dog used to pull this cart loaded with cans of milk to the village. Behind the barn stretched the long narrow fields. Long ago, the Bédard farm covered a large area. Gradually, as it was divided among sons, the fields became narrower and narrower. Now there is not enough land to divide. The sons have to buy or rent other farms or find work. Although the farm to-day is small, it produces quite enough for Grandpa and Grandma Bédard. In Quebec, they find a ready market for their strawberries, vegetables, cream and butter. From the wool of the few sheep Grandma Bédard makes hooked rugs to sell to the tourists.

I shall always remember that evening. Supper was over, and with so many willing hands the dishes were soon done. The family gathered on the front porch, Grandpa and Grandma in their rocking chairs. Uncle Jacques began to play old tunes on his accordeon, tunes that I had often sung in school. Soon all were singing "Alouette", "Vive la Canadienne", "C'est l'aviron", "Youpe, youpe sur la rivière", and many more. Once when we paused Uncle Jacques whispered to me, "Vous chantez bien nos chansons", and a warm, friendly smile spread over his face. Time to return arrived all too soon. As we left, I carried away a fond memory of a family that found much happiness in just being a family.

Questions for discussion

1. What are some of the old characteristics that one still finds on the island?
2. Why would the older customs remain longer on the island.
3. What do you think of the family life that Ruth saw during her visit?
4. Why have so many French moved out of the province of Quebec? What are some of the things that they would miss?
5. How did Uncle Jacques act towards Ruth? Why? Why do you think he changed in the evening?

Vocabulary - Grade Eight

The following vocabulary lists include words and expressions of parts one and two, and the complete vocabulary of the grade eight course. They will be of value as a pupil reference in large classes where instruction is given in French.

As the complete vocabulary list might be too difficult for pupils to use at the beginning of the course, the separate vocabularies of parts one and two have been prepared. Pupils should place them at the back of their notebooks and use them only as a reference.

The complete vocabulary should be given to the pupils at the beginning of part three. Explain the following features to the pupils:

1. the articles are given with each noun to show gender.
2. the key word of an expression determines its place in the vocabulary.
3. the command form of each verb is given, and then the form with the pronoun "I".
4. space does not permit the full translation of a verb, such as "je donne" - I give, I am giving, I do give.
5. The feminine form of adjectives is either written in full or indicated.

Ordering

Teachers who feel that the vocabulary lists would be a worthwhile aid should order the required number from the School Board Office.

Vocabulaire De La Première Partie

les articles définis	the definite articles
les articles indéfinis	the indefinite articles
le banc	the bench
le bureau	the desk (large)
le cahier	the notebook
le calendrier	the calendar
le crayon	the pencil
un élastique	an elastic
un élève	a pupil
un encrier	an inkwell
un garçon	a boy
le	the (masculine)
le livre	the book
le mur	the wall
un objet	an object
le papier	the paper
le placard	the cupboard
le plafond	the ceiling
le plancher	the floor
le professeur	the teacher
le pupitre	the desk (pupil's)
le rayon	the shelf
le store	the blind
le stylo	the fountain pen
le tableau noir	the blackboard
le taille-crayon	the pencil sharpener
le thermomètre	the thermometer
un	a, an, one, (masc.)
une attache	a tie, fastener
la boîte	the box
la brosse	the brush
la chaise	the chair
une école	a school
une élève	a pupil
une encre	an ink
la fenêtre	the window
la feuille de papier	the sheet of paper
une (jeune)fille	a girl
une image	a picture
la	the (feminine)
la lampe électrique	the electric light
la plume	the pen
la porte	the door
la punaise	the thumb-tack
la sonnette	the bell
une	a, an, one, (fem.)

Bonjour	Good day, Good morning
Au revoir	Good-bye
Comment vous appelez-vous?	What is your name?
Je m'appelle	My name is -------.
Comment allez-vous?	How are you?
Très bien, merci. Et vous?	Very well, thank you. And yourself?
Qu'est-ce que c'est?	What is it?
C'est -------.	It is --------.
Ce n'est pas --------.	It is not ------.
Montrez-moi --------.	Show me --------.
Voici ----------.	Here is -------. Here are -------.
Voilà ----------.	There is ------. There are ------.
Nous pensons à quelque chose.	We are thinking of something.

Vocabulaire De La Deuxième Partie

Les jours de la semaine		The days of the week	
dimanche	Sunday	jeudi	Thursday
lundi	Monday	vendredi	Friday
mardi	Tuesday	samedi	Saturday
mercredi	Wednesday		

Les nombres jusqu'à vingt		The numbers up to twenty	
un	one	onze	eleven
deux	two	douze	twelve
trois	three	treize	thirteen
quatre	four	quatorze	fourteen
cinq	five	quinze	fifteen
six	six	seize	sixteen
sept	seven	dix-sept	seventeen
huit	eight	dix-huit	eighteen
neuf	nine	dix-neuf	nineteen
dix	ten	vingt	twenty

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sur	on	il	he,it
dans	in, into	elle	she, it
sous	under	les	the (forme pluriel)
devant	in front of		
derrière	behind	des	some
entre	between	où	where
contre	against	est	is
avec	with	il y a	there is, there are

Je vais bien, merci.	I am well, thank you.
Comme ci, comme ça.	So, so.
Je ne vais pas bien.	I am not well.
Quel jour est-ce aujourd'hui?	What day is it today?
C'est aujourd'hui --------.	Today is ---------.
Comment s'appelle-t-il?	What is his name?
Il s'appelle ----------.	His name is ------.
Comptez jusqu'à vingt.	Count up to twenty.
Comptez deux par deux.	Count by twos.
Comptez à reculons.	Count backwards.
Combien font deux plus quatre?	How much are two plus four?
Deux plus quatre font six.	Two plus four make six.
Combien font huit moins trois?	How much are eight take away three?
Combien font quatre fois cinq?	How much are four times five?
Combien font seize divisé par deux?	How much are sixteen divided by two?
Combien de fenêtres y a-t-il?	How many windows are there?
Il y a ----------.	There are ----------.
Où est la porte?	There is the door?

A -

à	in, at, two
un abricot	an apricot
absent	absent
un accord	an agreement
un adjectif	an adjective
un âge	an age
j'ai	I have
aimez	like, love
j'aime	I like, I love
allez	go
un an	a year
anglais	English
une année	a year
août	August
appelez	call
je m'appelle	my name is, I am called
il s'appelle	his name is, etc.
apportez	bring
j'apporte	I bring, am bringing
approchez-vous	approach, come closer to
je m'approche	I approach
il s'approche	he approaches
j'arrive	I arrive
un article défini	a definite article
un article indéfini	an indefinite article
asseyez-vous	sit down
je m'assieds	I sit down
il s'assied	he sits down
une attache	a tie, fastener paper clip
au	to the (contraction of "à le")
aussi	also, too
l'automne	the autumn
autre	other
aux	to the (contraction of "à les")
avec	with
vous avez	you have
nous avons	we have
avril	April

- B -

baissez	lower, pull down
je baisse	I pull down, lower
la banane	the banana
le banc	the bench, seat
le bas	the stocking
beau (fem. belle)	beautiful handsome
le béret	the beret
la betterave	the beet
le beurre	the butter
blanc (f. blanche)	white
la bibliothèque	the library
la bicyclette	the bicycle
bien	well
bleu, bleue	blue
la blouse	the blouse
bonjour	good day, good morning
la brosse	the bruch
brun, brune	brown
le bureau	the desk, office
le buvard	the blotter

- C -

le café	the coffee
le cahier	the notebook
le calendrier	the calendar
le caoutchouc	the rubber
la carotte	the carrot
la casquette	the cap
ce	this, that, it
la ceinture	the belt
le céleri	the celery
cent	one hundred
la cerise	the cherry
c'est	it (he, she, this, that) is
la chaise	the chair
la chambre à coucher	the bedroom
la chance	the turn (in a game)
le chandail	the sweater
la chanson	the song
chantez	sing
je chante	I sing, am singing
le chapeau	the hat
chaque	each
chaud, chaude	warm, hot
la chaussette	the sock
cherchez	look for
je cherche	I am looking for
le chocolat	the chocolate
le chou	the cabbage
le chou-fleur	the cauliflower
le citron	the lemon
la classe	the class
le col	the collar
combien de	how much, how many
comme	like, as
comme ci	so-so
comme ça	
commencez	begin
je commence	I begin, am beginning
comment	how!
le complet	the suit
comptez	count
je compte	I count
contre	against

convenable	suitable
corrigez	correct
je corrige	I am correcting
couchez-vous	go to bed, lie down
je me couche	I go to bed, etc.
il se couche	he goes to bed
la couleur	the color
le couloir	the corridor
coupez	cut
je coupe	I cut, am cutting
le cousin	the cousin(boy)
la cousine	the cousin(girl)
la cravate	the tie
le crayon	the pencil
la crème	the cream
la cuisine	the kitchen

- D -

dans	in, into
décembre	December
le déjeuner	the dinner,lunch
demain	tomorrow
demeurez-vous	do you live
je demeure	I live
une demi-heure	a half-hour
la dent	the tooth
dépêchez-vous	hurry up
je me dépêche	I am hurrying
il se dépêche	he is hurrying
derrière	behind
des	of the,some,any
dessinez	draw
je dessine	I am drawing,draw
devant	in front of
dimanche	Sunday
le dîner	the dinner(evening) meal
dites	say,tell
je dis	I say,am saying
il dit	he says, tells
vous dites	you say, tell
on dit	one says, tells
divisé par	divided by
donnez	give
je donne	I give,am giving
dormez	sleep
je dors	I sleep,am sleeping
il dort	he sleeps

- E -

l' eau (f)	the water
une école	a school
écoutez	listen
j' écoute	I listen, etc.
effacez	erase,rub off
j' efface	I erase, am erasing
en effet	in fact
un élastique	an elastic (band)
un élève	a pupil (boy)
une élève	a pupil (girl)
elle	she, it
une encre	an ink
un encrier	an inkwell
un enfant(une)	a child
je suis enrhumé(e)	I have a cold
entre	between
j' entre	I enter, am entering
un escalier	a flight of stairs
un estomac	a stomach
tu es	you are (sing.)
il est	he is, it is
et	and
un été	a summer
en été	in summer
vous êtes	you are
étudiez	study
j' étudie	I study
une expression	an expression

- F -

j'ai faim	I am hungry
faites	do, make
je fais	I am doing,make
il fait	he(it)does,makes
vous faites	you do,make,etc.
la famille	the family
fatigué(e)	tired
féminin	feminine
la femme	the woman,wife
la fenêtre	the window
fermez	close
je ferme	I close,am closing
la feuille de papier	the sheet of paper
février	February
la fille	the girl,daughter
le fils	the son
fois	times
ils font	they do,make,etc.
la forme	the form
frais(fraîche)	fresh
la fraise	the strawberry
la framboise	the raspberry
français	French
frappez	knock,hit,strike
je frappe	I strike, etc.
le frère	the brother
froid	cold
le fromage	the cheese
le fruit	the fruit

- G -

le garçon	the boy
le gilet	the vest
la gorge	the throat
grand,grande	tall,big,great
la grand'mère	the grandmother
le grand-père	the grandfather
le grenier	the attic
une grimace	a grimace, face
gris, grise	grey

le gruau	the porridge

- H -

une heure	an hour
hier	yesterday
un hiver	a winter
en hiver	in winter

- I -

ici	here
il	he, it
une image	a picture
imitez	imitate
j' imite	I am imitating

- J -

Jacques	James
janvier	January
la jaquette	jacket, tunic
jaune	yellow
jeudi	Thursday
une jeune fille	a girl
joli, jolie	pretty
jouez	play
je joue	I play
le jour	the day
juillet	July
juin	June
la jupe	the skirt
jusqu'à	until, to

- K -

- L -

là	there
le lait	the milk
la laitue	the lettuce
la lampe électrique	the light
lavez	wash
je lave	I wash
lavez-vous	wash yourself
je me lave	I wash yourself
les	the(plural form)
levez-vous	get up
je me lève	I get up
il se lève	he gets up
le livre	the book
lundi	Monday

- M -

le magasin	the store
mai	May
la main	the hand
maintenant	now
la maison	the house
mal	badly
malade	sick
mangez	eat
je mange	I eat
le manteau	the coat (lady's)
mardi	Tuesday
la margarine	the margarine
le mari	the husband
mars	March
masculin	masculine
mauvais	bad
merci	thank you
mercredi	Wednesday
la mère	the mother
mettez	put on
je mets	I put on, etc.
mettez-vous à table	sit down at the table
le miel	the honey
moins	less
le mois	the month
mon,ma,mes	my
montrez	show
je montre	I show, am showing
montrez-moi	show me
le mot	the word
le mur	the wall

- N -

la neige	the snow
il neige	it is snowing
noir, noire	black
le nombre	the number
novembre	November
le numéro	the number

- O -

un objet	an object
un oeil	an eye
un oeuf	an egg
octobre	October
un oncle	an uncle
ils ont	they have
une orange	an orange
un oreille	an ear
ouvert (e)	open (adjective)
ouvrez	open
j' ouvre	I open, am opening

- P -

le pain	the bread
le pain grillé	the toast
le pantalon	the pants,trousers
la pantoufle	the slipper
le papier	the paper
par	by, through
le pardessus	the overcoat(man's)
parlez	speak
je parle	I speak
passez-moi	pass me

la pêche	the peach
pensez	think
je pense	I think, etc.
perdu, (e)	lost
le père	the father
la personne	the person
petit, (e)	little, small
le petit déjeuner	the breakfast
le petit-fils	the grandson
la petite-fille	the granddaughter
le petit-pain	the roll
la place	the place
le plafond	the ceiling
le plancher	the floor
pleurer	cry, weep
je pleure	I cry, weep, etc.
il pleut	it is raining
la plume	the pen(straight)
pluriel	plural
plus	plus, more
la poire	the pear
le poisson	the fish
le poivre	the pepper
la pomme	the apple
la pomme de terre	the potato
la porte	the door
portez	carry, wear
je porte	I carry, wear
posez	put down, place
je pose	I put down, place
le potage	the soup
premier	first
première	
préparez	prepare
je prépare	I prepare, etc.
prêt, prête	ready
le printemps	the springtime
au printemps	in springtime
le professeur	the teacher
le pronom	the pronoun
le pullover	the pullover
la punaise	the thumb-tack
le pupitre	the desk

- Q -

que	what,that,whom
quel,quelle	what, which
quelque chose	something
qu'est-ce que c'est	what is this
la question	the question
qui	who, whom
quittez	leave
je quitte	I leave, etc.

- R -

le raisin	the grape
le rayon	the shelf
regardez	look at
je regarde	I look at, etc.
relevez	raise, pull up
je relève	I raise
remplacez	replace
je remplace	I am replacing
renversez	upset
je renverse	I upset
répétez	repeat
je répète	I am repeating
restez	stay, remain
je reste	I am staying, remaining
en retard	late
retournez	return
je retourne	I return, etc.
roulez	roll
je roule	I roll, etc.

- S -

la saison	the season
la salle	the room
la salle à manger	the dining-room
la salle de bain	the bath-room
la salle de classe	the class-room
le salon	the parlor
samedi	Saturday
la santé	the health
la sauce	the sauce
sautez	jump
je saute	I jump, etc.
le sel	the salt
la semaine	the week
la soeur	the sister
j'ai soif	I am thirsty
le soleil	the sun
sombre	dull
nous sommes	we are
sonnez	ring
je sonne	I ring
la sonnette	the bell
ils sont	they are
le sou	the penny
le soulier	the shoe
la soupe	the soup
sous	under
le sous-sol	the basement
le stylo	the fountain pen
le sucre	the sugar
sur	on

- T -

la table	the table
le tableau noir	the black board
le tablier	the apron
le taille-crayon	the pencil sharpener

- T -

taillez	sharpen
je taille	I am sharpening
le tailleur	the suit (lady's)
la tante	the aunt
le téléphone	the telephone
le temps	the weather
la tête	the head
le thé	the tea
le thermomètre	the thermometer
la tomate	the tomato
tout de suite	immediately
travaillez	work
je travaille	I am working, etc.
très	very

- U -

un, une (f.)	a, an, one

- V -

il va	he goes, is going
je vais	I go, am going
la vaisselle	the dishes
vendredi	Friday
venez	come
le vent	the wind
le verbe	the verb
le verre	the glass
vert, verte	green
le vestiaire	the cloakroom
le vestibule	the hall
le veston	the suit-coat
le vêtement	the clothing
il veut	he wants, wishes
je veux	I wish, want
je veux	I mean
la viande	the meat
voici	here is, here are
voilà	there is, there are
ils vont	they go
votre (vos-pl.)	your
vous	you

- WXYZ -

les yeux (m.)	the eyes

PREMIÈRE PARTIE

Général: 1. Bonjour, Au revoir
2. Comment vous appelez-vous? Je m'appelle ----------
3. Comment allez-vous? Très bien, merci, et vous?

Vocabulaire:

1. Objets dans la salle de classe:
   a. le livre, le crayon, le pupitre, le bureau, le tableau noir, le mur, le plafond, le plancher, le papier, le store, le cahier, le placard, le banc, le stylo, le calendrier, le thermomètre, le buvard, le taille-crayon, le rayon.

   b. la fenêtre, la lampe électrique, la brosse, la porte, la plume, la sonnette, la chaise, la punaise, la feuille de papier, la boîte

   c. un encrier, un objet, une encre, un élastique, une attache, une école, une image

2. Personnes dans la salle:
   a. le professeur, un élève, une élève, un garçon, une (jeune) fille

3. Expressions:
   a. Qu'est-ce que c'est? C'est -----.
   b. Est-ce ----------? C'est -----. Ce n'est pas -----.
   c. Montrez-moi -------. Voilà -----. Voici ----------.

Grammaire:

1. Les articles définis: le, la
2. Les articles indéfinis: un, une
   (Voir page quelques suggestions pour l'enseignement du genre.

Prononciation:

(Voir page plan pour l'enseignement de la prononciation.)

Chants: Alphabet français
Frère Jacques

Jeux:

1. Objets masculins et féminins.
2. "Nous pensons à quelque chose."

(Voir page l'explication de ces jeux.)

Civilisation française:

1. Why learn French.

Teaching gender - "le" and "la"

1. Begin by stressing that some words are repeated with "le", others with "la". Make two piles of objects on the desk, or two lists on the board, one of objects whose names are masculine, the other of objects whose names are feminine.

2. Now say, "En anglais, trois genres: masculine, feminine, et neuter." Write these on the board with "neuter" in the middle. List some English words under these.

Masculine	Neuter	Feminine
the boy	the book	the girl
the father	the pen	the mother
the brother	the wall	the sister
the rooster	the chair	the hen

3. Now say, "En français, deux genres: masculin et féminin." Write these below the others and translate the English words. Show how the neuter words belong to either the "masculin" or "féminin".

Masculin	Féminin
le garçon	la fille
le père	la mère
le frère	la soeur
le coq	la poule
le livre	la plume
le mur	la chaise

Note other new words. Pupils could give these. List them.

4. Now write on the board a large "le" and a large "la". Under "la" draw a pair of trousers, and under "la" a skirt. This is a difficult concept to grasp.

5. Pupils might copy the outline from the board for notes.

See games for gender drills.

SAMPLE LESSONS

The following lessons are outlined as an aid to those teachers who are giving instruction in Oral French for the first time. Others may find in the outline suggestions that will assist them in the organization of their lessons.

Teaching Part One

The first lesson in French could begin on the first day that the teacher meets the full class for a regular period. Pupils come to learn French and they are intensely interested. However, organization problems may make it preferable to begin this work a day or two later.

First Day

1. Bonjour, mes élèves. Bonjour, monsieur (mademoiselle).

   The lesson begins immediately in French. Go through the act of entering the room and greeting the pupils with "Bonjour, mes élèves." Repeat several times. If no one volunteers "bonjour", place yourself with the pupils ard repeat, "Bonjour, monsieur." Continue until class responds readily. Greet individual pupils with "Bonjour". Watch for pronunciation.

2. Je m'appelle M. _____, (Mademoiselle _____). Comment vous appelez-vous?

   Repeat the above several times. Point to yourself and to the individual pupil. As soon as he replies with his name, e.g. "Robert", add "Je m'appelle Robert." Drill. Add parts 1 and 2 together.

3. le livre, le crayon, le pupitre, le bureau, le tableau noir, le professeur.

   Indicate the masculine objects. Repeat the names several times. By asking "Qu'est-ce que c'est?" have the class and then individual pupils repeat the names.

4. Now change to English to give any instructions which may be necessary, and to talk about French. Some of the following ideas might be introduced to be developed at a later time:
   (a) Learning a language can be a happy and worthwhile experience.

   (b) French people do not speak in the same manner as we do.
      1. Some sounds are different.
      2. The stress in words is different.
      3. There is more movement of the tongue, lips and jaws.

   These may be enough points to convey the idea that one must learn a new manner of speaking.
   Reference: "The Roving I" - Eric Nicol

   (c) In the class they are going to speak French just as they would if they were in a classroom in Quebec or France.

Second Day

1. Roll call (l'appel)

The roll call in French will help the teacher to get acquainted with the class. Use the French pronunciation of the French names, the English pronunciation of those that have no French form. Later one might wish to give all pupils French names.

Tell the pupils: "Répondez: 'Présent, présente,
absent, absente'.
Use this opening until well acquainted with pupils.

2. Review

Follow the same procedure as outlined for lesson one.

3. Writing

Direct a pupil in French, to go to the board to write the words "le livre". By actions and speaking ("Je vais au tableau noir. J'écris "le livre") help him to understand the commands, "Allez au tableau noir" and "Écrivez 'le livre'". When he gets to the board the pupil will not likely attempt the word. Keep repeating "le" until he gets it. In the same way help him with "livre". Use the French alphabet. After the word is written have the class spell it with you. Do the same with the other words.

4. Notes

In the note section have the pupils copy the date. Do this with all notes. Under the heading "VOCABULAIRE" list the words taught. Go slowly, write plainly and check. Pupils might add line illustrations.

5. Song

If time permits complete the lesson with the song "Alphabet".

Third Day

1. Roll call

2. Review

The class, and then individuals, name the objects as the teacher points to them.

3. Qu'est-ce que c'est? C'est _____.

Hold up a book and ask, "Qu'est-ce que c'est?" Pause, and then say "C'est le livre." Repeat until the pupils reply, "C'est le livre."

Repeat for the other objects. With each correct response, reply, "Oui, c'est correct". If response is wrong, shake the head and say, "Non, ce n'est pas correct".

When replies are made easily, begin sending pupils to the board to write the expression, "C'est le livre".

4. New words

le mur, le plafond, le plancher, le store, le papier, le cahier
Introduce these in the same manner.

5. Notes

Pupils carefully copy the expressions, using line illustrations to show the meaning. Add the new words.

6. Pronunciation

If one uses the formal method of teaching pronunciation see the outline on pages . The lesson may change to English at this point. The same procedure will be followed in subsequent lessons, until the basic sounds and rules have been studied. At the same time pupil errors will always be corrected. In order to provide time for the pronunciation the lessons that follow may have to be shortened.

7. Conclusion.

Lesson completed by the singing of the alphabet.

Fourth Day

1. Roll call

2. Review

All work taken orally, words at the board.

3. Est-ce _____? Oui, c'est _____. Non, ce n'est pas ____.

Holding up a book, say, "Est-ce le livre?" Pause and give the answer, "C'est le livre". Repeat until pupils understand and reply correctly. Drill other objects.

Now hold up the book and say, "Est-ce le crayon?" Then shake the head and reply, "Non, ce n'est pas le crayon. C'est le livre". Repeat and drill.

Mix affirmative and negative replies.

Have replies written on the board. (Teacher may have to write first, as "C'est" is difficult to write.)

4. New Words

le banc, le placard, le stylo, le calendrier, le thermomètre, le buvard, le taille-crayon.
Introduce these in the same manner and drill.

5. Notes

New words and expressions.

6. Pronunciation.

As outlined.

Fifth Day

1. Roll call.

2. Review (a)

The review might take the form of a dialogue as follows:

1 - Bonjour
2 - Bonjour
1 - Comment vous appelez-vous?
2 - Je m'appelle _____.
1 - Qu'est-ce que c'est?
2 - C'est _____.
1 - Qu'est-ce que c'est?
2 - C'est _____.
1 - Est-ce le bureau?
2 - Oui, c'est le bureau.
1 - Est-ce le plafond?
2 - Non, ce n'est pas le plafond. C'est le plancher.
1 - Au revoir.

(No. 1 may be the Teacher, a pupil, or a group of pupils.)

The dialogue will be written on the board or given to the pupils in mimeographed form. First practise the dialogue with the teacher as one speaker, and the class as the other. Next go through it with a pupil. Choose two good pupils to go through it. In the end some may be able to go through it without the aid of the outline.

Dialogues such as the above are very artificial. However, the pupils accept them because it gives them the feeling that they are really talking French. A little acting can often add a lot of fun.

(b)

After a short oral review have the pupils write the more familiar words of previously learned vocabulary. To help them, write the necessary expressions and words on the board, or let them use their note-books. To the questions, "Qu'est-ce que c'est?" and "Est-ce le crayon?" the pupils will write the responses.

Collect and correct the exercises. This will help to gauge the progress of the class.

3. Pronunciation

4. Chants

If time permits, the song "Frère Jacques" might be introduced.

Sixth Day

1. Roll call.

2. General

Comment allez-vous? Très bien, merci. Et vous?

To introduce these expressions the teacher will have to do some acting. Repeat the questions several times. Do a little strutting to indicate that you are feeling fine, and repeat, "Très bien". Write "Comment allez-vous?" on the board. Have pupils repeat. Reply, "Très bien", with appropriate actions. To impress the idea that this means "Very well", reply with, "J'ai mal à la tête", etc., using proper actions. Do not try to teach these expressions now.

When pupils understand and reply easily, add "Merci" and Et vous?". Repeat the dialogue.

3. Feminine words

la fenêtre, la lampe électrique, la porte, la plume, la sonnette, la chaise.

Introduce these with the expressions taught. Stress the "la".

4. Grammaire

Teach the difference between "le" and "la". For one method of teaching this in French, see the grammer outline on page

5. Notes

New words
Diagram explaining the use of "le" and "la".

6. Pronunciation

7. Songs

Seventh Day

1. Roll call.

2. Review

Repeat the dialogue

Give some written exercises, e.g.
A. Remplacez le tiret par "le" ou "la". (A board demonstration will serve to explain the directions.)

1. _____ bureau, _____ chaise, _____ plafond, etc.

2. C'est ____ porte. C'est ____ fenêtre. Ce n'est pas ____plancher, etc.

3. Expressions

Montrez-moi _____. Voilà _____. Voici _____.

Say "Montrez-moi la porte", and pause. Repeat several times. Some may point to the door. Point to the door and repeat, "Voilà la porte." Continue until pupils reply readily. Add other objects at a distance from the pupils.

Change to an object close to the pupils. Pupils will reply with "Voilà _____." Shake your head and say, "Non, voici _____. Voilà la porte. Voici _____. Voilà le bureau. Voici _____. Etc."

Continue drill.

Line drawings on the board will help to increase understanding.

Some pupils should write the expressions on the board.

To develop understanding of "En anglais 'voilà' veut dire", say "En anglais 'le crayon' veut dire 'the pencil', etc."

Return to a few more drills.

4. Notes

Expressions learned.

5. Conclusion

Song or game of words.

Eighth Day

1. Roll call.

2. Review

Let better pupils take the place of the teacher and ask the questions. The Teacher tells the pupils what question is to be asked. The class might be divided, and a pupil on one side might ask a question for a pupil on the other side to answer. Better results are obtained if one question is used for a while and then another. Later the questions might be mixed.

3. Un, Une

Introduce "un" and "une" by merely repeating the names of objects with them. Use them in the questions.

To develop the difference between the definite and the indefinite article give the order, "Montrez-moi le livre", and indicate that <u>a certain</u> book is meant. Repeat with "un" and indicate that <u>any</u> book is meant. Repeat.

Write on the board:

le livre	un livre
la plume	une plume

etc.

Say "En anglais, 'le' veut dire 'the', et 'la' veut dire 'the'."
"En anglais, 'un' veut dire 'a', et 'une' veut dire 'a'."

On the board note:

l'article défini		l'article indéfini	
le	la	un	une

Continue drill

4. Notes

L'article défini — L'article indéfini

5. Written exercise

Remplacez "le" et "la" par "un" ou "une".
le crayon, la porte, etc.

Remplacez "un" et "une" par "le" ou "la".
un store, une chaise, etc.

Ninth Day

1. Roll call

2. Review

Drill the articles orally by changing from one to the other.

Give further written exercises at the board and at the desks.

3. New words

un élève, une élève, un garçon, une jeune fille, un encrier, une encre, un élastique, une attache, une feuille de papier, une boîte.

4. L'

Repeat orally "l" with words having initial vowels. Other words could be l'animal, l'éléphant, l'invitation.

Write them on the board. Place the full article in front of them. Show the clash in sound. Erase the "e" or the "a" and put in the apostrophe.

5. Notes

Write the new words with "un" and "une".
Copy them again with the definite articles.

6. Conclusion

Chants

Tenth Day

Make this a day of review drills, both oral and written, as a preparation for a survey of pupil progress. Spend more than one day if necessary. Teachers should not consider the time schedule as fixed. In many cases more time may be necessary.

All words and expressions could be collected into respective lists.

Eleventh Day

Test: In large classes the oral work of the pupils is best measured from their daily performance. Written tests give a more exact indication of the progress.

Part A. Checking recognition

Teacher writes the list of words on the board, and the expressions "C'est" and "Ce n'est pas".
As the teacher asks, "Qu'est-ce que c'est?" or "Est-ce la porte?" the pupil writes the correct response from the board.

Part B. Checking ability to write French, and understanding of grammar. If this is given in the same period, erase the work from the board, and have the pupils turn the papers over.

1. Indicate five objects and repeat the names. Pupils write the names.

2. Indicate five more objects, and without naming them have the pupils write the names.

3. Repeat the names of five objects without the definite articles. Pupils write just the definite articles.

4. Repeat the names of five more objects. Pupils write the indefinite articles.

DEUXIEME PARTIE

Général:

1. Expressions de santé: Je vais bien, merci. Comme-ci, comme-ça
   Je ne vais pas bien.
2. Quel jour est-ce aujourd'hui? C'est aujourd'hui lundi.
3. Comment s'appelle-t-il? Il s'appelle _____.

Vocabulaire:

1. Jours de la semaine
2. Nombres jusqu'à vingt.
3. Comptez jusqu'à vingt. Comptez par deux. Comptez à reculons.

4. Combien font 2 plus 3? 2 plus 3 font 5.
   Combien font 8 moins 5? 8 moins 5 font 3.
   Combien font 3 fois 4? 3 fois 4 font 12.
   Combien font 15 divisé par 3? 15 divisé par 3 font 5.

   Combien de fenêtres y a-t-il? etc.

5. Des prépositions: sur, dans, sous, devant, derrière, entre, contre, avec.

   Où est la boîte? La boîte est sur la table.
   Où est le crayon? Le crayon est dans la boîte.

Grammaire:

Les pronoms: "il" et "elle".
Les formes plurielles: "les" et "des".

Prononciation:

Civilisation francaise:

On a suggéré des sujets à la page

Chanson:

Au Clair de la Lune

Jeu:

L'alphabet. (Voir page .)

SOME SUGGESTIONS FOR TEACHING PART TWO

1. Health expressions - These expressions will be added to the ones already known. Pupils quickly relate the expression "Je vais bien." to that of "Très bien, merci." A little dramatizing will convey the meaning of "Je ne vais pas bien." The meaning of "Comme-ci, comme-ça" may have to be translated.

2. Days and Dates - If the pupils have been in the habit of writing the date each time that they add to their notes or do an exercise, they will have little difficulty in learning the days and the date expression.

3. Numbers - Numbers are introduced now so that they can be used later in date and age expressions. Introduce first the numbers 1 to 10, and then 11 to 20. Drill by counting room objects, by flash cards, board work, and oral problems. The first problems should be very simple so that the pupils concentrate on the correct pronunciation.

   Introduce the question "Combien de fenetres y a-t-il?".

4. Plural forms - Now is the time to introduce the plural forms "les" and "des". When these are learned orally give exercises, such as "Changez au pluriel - le pupitre", etc.

5. Prepositions - These are introduced after the numbers have been taught and are being drilled. By placing objects in different positions teach the first four prepositions. Introduce the question "Où est le livre?" and the answer "Le livre est sur le bureau." etc. In a following lesson introduce the other four prepositions.

6. Pronouns "il" and "elle" - These are best introduced by using them to first replace the names of pupils. Ask "Où est Georges?". Have a pupil write on the board the answer "Georges est dans la salle." Erase "Georges" and write "il". Drill.

   In the same manner introduce "elle".

   In the following lesson use them to replace the names of objects.

   Give exercises with the direction, "Remplacez le sujet par 'il' ou 'elle':
   Robert est sur la chaise. Marie est derrière Jean.
   La craie est dans la boîte. Le stylo est avec le crayon.

TROISIEME PARTIE

Général:

1. Quel âge avez-vous? J'ai treize ans. Quel âge a Robert? Quel âge a-t-il? Il a quatorze ans.
2. L'heure.

Vocabulaire:

1. Nombres jusqu'à cinquante.

Grammaire:

1. Des verbes en séries. Employez seulement les formes avec je, il, elle et vous.
   chanter, parler, chercher, trouver, étudier, fermer, montrer, poser, commencer, regarder, entrer, baisser, relever, tailler, dessiner, effacer, donner, patiner, danser, jouer, frapper, retourner, ouvrir, etc.
2. Le verbe "aller": je vais, il va, elle va, vous allez.
3. à, à la, à l'; contractions au, aux.

Lecture:

Georges Arrive en Retard
François Va A L'Ecole

Chants:

D'où viens-tu, bergère?
Voici Noël.

Jeu:

Qui a le sou? (Voir page .)

Civilisation francaise:

Des sujets choisis par le professeur.

SOME SUGGESTIONS FOR TEACHING PART THREE

General

By introducing at this time the age expressions and the game "Qui a le sou?" the way is prepared for the verb "avoir" in the following part.

Vocabulary

1. The numbers should be drilled in the manner suggested in Part Two. Simple Bingo cards might be made up now, or one may wait until the numbers up to 75 have been learned.

   Group drills may be carried on by giving each group an envelope containing cards with the figures 0 to 9 (two copies of each number). With these cards one member of the group makes numbers for the other member or members to name.

2. The verbs will be learned as they are taken in the series.

Grammar

1. This part is devoted mainly to the learning of the verb forms essential to the classroom activity. The verbs are learned in series which present them in actual talking situations. The pupils will be familiar with many of these verbs through their use in daily class routine.

2. Suggestions for presentation

   (1) Introduce the series work with single actions. Avoid commands the first day as pupils will reply with the same verb ending, e.g. "Je baissez le store" instead of "Je baisse le store".

   Begin with a simple, clear action such a pulling down the blind. Walk to the window and as you pull down the blind say "Je baisse le store". Continue this with other simple actions that will not require the use of the contracted form of "je".

   Begin using the cammand "Dites-moi ce que vous faites."

   (2) Introduce the contracted forms.

   (3) The next day repeat the individual actions using commands. Have pupils write the commands and the replies on the board. By underlining the endings and repeating the expressions draw attention to the difference.

   (4) Pupils record the commands and the replies in the notebooks. Use line figures to illustrate.

   (5) Now combine several actions, such as "Cherchez un livre rouge. Montrez le livre à la classe. Posez le livre." Pupils do the actions and tell what they are doing.

   (6) Written exercises: e.g. Je (pull down) le store.
   Je (close) la porte.

   (7) When the pupils are familiar with several actions, introduce the third person form. As a pupil goes through the series he tells what he is doing and the class tells the teacher what he is doing. Introduce the command "Dites-moi ce que Jean fait."

Use written exercises requiring the use of both forms.

(8) The second person is introduced by first having the class tell a pupil what he is doing. The three forms an be combined with one part of the class speaking to the teacher and the other part speaking to the pupil. Later individual pupils should be used.

(9) A game can be made of this as pupils come to the front and pantomime the actions. Others try to guess what he is doing.

(10) Written exercises

A. Complétez:

1. Je v_____ à la fenêtre. Je b_____ le store. Je r_____ au pupitre.

2. Je ch_____ un crayon rouge. Je t_____ un crayon rouge. Je m_____ un crayon rouge à la classe.

etc.

B. Ecrivez avec "vous":

1. Je ferme la porte.
2. Je chante "O Canada".
3. Je taille le crayon.

etc.

C. Traduisez les mots anglais:

1. Robert gives le livre à Jean.
2. Marie speaks français.

etc.

GEORGES ARRIVE EN RETARD

Il est neuf heures. La classe entre dans la salle et la leçon commence.

Professeur: Bonjour, mes élèves.
La classe: Bonjour, monsieur.
Professeur: Robert.
Robert: Présent, Monsieur.
Professeur: Jeanne
Jeanne: Présente, Monsieur.
Professeur: Arthur.
Marie (la soeur d'Arthur): Arthur est absent. Il est enrhumé.

Georges arrive. Il est en retard. Il ouvre la porte. Il va à sa place.

Professeur: Georges.
Georges: Oui, monsieur.
Professeur: A quelle heure sonne la sonnette?
Georges: A neuf heures moins un quart, monsieur.
Professeur: A quelle heure commence la leçon?
Georges: A neuf heures, monsieur.
Professeur: Quelle heure est-il maintenant?
Georges: Il est neuf heures cinq.
Professeur: Et vous êtes en retard.
Georges: Oui, monsieur.
Professeur: Venez ici.
Georges: Oui, monsieur.

Le professeur frappe Georges. Georges pleure.

Questionnaire:

A. 1. Quelle heure est-il?
2. Qui entre dans la salle?
3. Qui commence la leçon?
4. Qui est absent?
5. Pourquoi est-il absent?
6. Qui arrive en retard?
7. A quelle heure arrive Georges?

B. 1. Quelle heure est-il maintenant.
2. A quelle heure vous levez-vous?
3. A quelle heure vous couchez-vous?
4. A quelle heure quittez-vous l'école?
5. A quelle heure arrivez-vous à l'école?

Devoirs:

A. Remplacez chaque tiret par le mot convenable:

Il est ..... heures. La classe ..... dans la salle de classe et la leçon ..... . Arthur est ..... . Il est ..... . Georges ..... en retard. Le ..... frappe Georges. Georges ..... .

B. Remplacez chaque tiret par le mot convenable:

Je ..... la maison à huit heures et quart. J' ..... à l'école. J' ..... la porte. J' ..... dans la salle. Je ..... la porte. La leçon ....

commence, arrive, ferme, quitte, entre, ferme.

FRANCOIS VA A L'ECOLE

C'est lundi. François, un cousin de Georges, quitte la maison à huit heures et quart. Il va à l'école en bicyclette. Il arrive à l'école à huit heures et demie. A l'école il joue avec les autres garçons. Il joue au football et au baseball. A neuf heures moins un quart la sonnette sonne, et il entre dans l'école. Il va tout de suite à la salle de classe. Il cherche ses livres pour ses leçons. Il taille son crayon. A neuf heures la première leçon commence. François est prêt.

Questions:

1. Qui est François?
2. A quelle heure quitte-t-il la maison?
3. A quelle heure arrive-t-il à l'école?
4. A quelle heure sonne la sonnette?
5. A quelle heure commence la première lecon?
6. Que fait-il quand il arrive à l'école?
7. Que fait-il quand il entre dans l'école?
8. Comment va-t-il à l'école?

1. Qui êtes-vous?
2. Qui est le professeur?
3. A quelle heure quittez-vous la maison?
4. Que faites-vous quand vous arrivez à l'école?
5. Que faites-vous quand vous entrez dans l'école?

QUATRIÈME PARTIE

Général:

1. Expressions de la santé: Je suis malade. Je suis fatigué(e). J'ai mal à la tête. J'ai mal à la gorge. J'ai mal à l'estomac. J'ai mal à l'oreille. J'ai mal aux dents. Je suis enrhumé(e), etc.

Vocabulaire:

1. Membres de la famille: le père, la mère, le frère, la soeur, le grand-père, la grand'mère (ou la grand-mère), l'oncle, la tante, le cousin, la cousine, le fils, la fille, le mari, la femme.
2. La maison: le vestibule, le salon, la salle à manger, la cuisine, la chambre à coucher, la salle de bain, l'escalier, le sous-sol, le grenier, le couloir.

3. Des adjectifs: grand, petit, joli, beau, belle.
4. Nombres jusqu'à 75.

Grammaire:

1. Le verbe "avoir": J'ai, il a, elle a, nous avons, vous avez, ils ont, elles ont.
   Aussi la forme interrogative et la forme négative.
2. L'accord de l'adjectif.

Lecture:

"Coquerico"
La Famille (1); La Famille (2)
La Maison

Chants:

1. O Canada
2. Dieu Protège la Reine

Jeu:

1. Qui a le sou? Bingo.

Civilisation francaise:

Des sujets choisis par le professeur.

SOME SUGGESTIONS FOR TEACHING PART FOUR

General

1. After these expressions of health have been learned, a pupil might act out the different expressions and the class explain the condition by saying, "Il a mal à la tête", etc.

Vocabulary

1. Picture charts will help in the teaching of the family and the house. Note books should have cut out illustrations.
   Readings with questions like the ones following help to drill these words.

2. Only a few adjectives are introduced. This makes it easier to fix in the pupils' minds the two forms, masculine and feminine. Sentences written under the pictures in note books help to fix these forms.
   Example: "Le père est grand. La mère est petite." etc.

   Answers to the question, "Comment est le salon?" help to drill the forms. These questions will be used when the pupils begin "Coquerico".

Grammar:

1. The forms of "avoir" will be taught indirectly through the expressions used in this part and through the game, "Qui a le sou?". Do not teach the formal conjugation of the verb.

2. After the idea of adjective agreements has b en developed continue the drill with room objects.
   "Comment est la table?" Comment est le bureau?"
   Begin these drills by requiring the pupils to reply with only the adjectives for "big" and "little". Then add the other adjectives.

   Written exercises might be used here.

   1. La table est (big).

   2. Le calendrier est (pretty).

Songs

Christmas songs should be started early in order that they might be well practised before Christmas. After Christmas, the pupils will not want to sing them.

LECTURE - LA FAMILLE (1)

Dans la famille de Georges et de Margot il y a quatre personnes, le père, Monsieur Bédard; la mère, Madame Bédard et les deux enfants, Georges et Margot. Georges est le fils; Margot est la fille. Georges est le frère de Margot. Margot est la soeur de Georges.

M. Bédard a un frère. Il s'appelle Jean. Jean est l'oncle de Georges et de Margot. M. et Mme. Jean Bédard ont deux fils. Ce sont les cousins de Georges et de Margot. Georges et Margot n'ont pas de cousines.

Questionnaire A

1. Combien de personnes y a-t-il dans la famille?
2. Combien de cousins y a-t-il?
3. Combien de personnes y a-t-il dans la famille de Jean Bédard?
4. Qui est M. Bédard?
5. Qui est M. Jean Bédard?
6. Qui est Mme. Bédard?
7. Qui est la tante?
8. Qui est Georges?
9. Qui est Margot?
10. Comment s'appelle le frère de M. Bédard?

Questionnaire B

1. Combien de personnes y a-t-il dans votre famille?
2. Combien de frères avez-vous?
3. Combien de soeurs avez-vous?
4. Combien de cousins et de cousines avez-vous?
5. Avez-vous un grand-père?
6. Avez-vous des frères?
7. Avez-vous des cousins et des cousines?

LECTURE - LA FAMILLE (2)

M. Bédard est très grand. Mme. Bédard n'est pas grande. Elle est petite. Elle est très belle. Georges est un grand garçon. Il est grand comme son père. Il est beau. Les jeunes filles aiment Georges. Margot est petite comme sa mère. Elle est très jolie, aussi.

Questionnaire A

1. Qui est grand?
2. Qui est petite?
3. Qui est belle?
4. Qui est beau?
5. Qui est jolie?
6. Comment est le père?
7. Comment est la mère?
8. Comment est Georges?
9. Comment est Margot?

LECTURE - LA MAISON

Georges et Margot demeurent dans une grande maison. Il y a une cuisine, une salle à manger, un salon et trois chambres à coucher. Le salon est grand. Il est très beau. La salle à manger n'est pas si grande. La cuisine est petite. Une chambre à coucher est grande. C'est la chambre à coucher de M. et de Mme. Bédard. Les chambres à coucher des enfants ne sont pas si grandes. En effet, la chambre à coucher de Georges est petite.

Questionnaire:

1. Combien de salles y a-t-il dans la maison?
2. Combien de chambres à coucher y a-t-il dans la maison?
3. Le salon est-il grand?
4. La cuisine est-elle grande?
5. La chambre à coucher de Georges est-elle grande?
6. Comment est le salon?
7. Comment est la maison?

CINQUIEME PARTIE

Général: 1. Le temps: Quel temps fait-il? Il fait beau (mauvais, chaud, frais, froid, sombre, du soleil, du vent). Il neige. Il pleut.

2. La date: C'est aujourd-hui le 15 février.

Vocabulaire:

1. Les mois.

2. Les saisons.

3. Des vêtements: Le complet, le tailleur ou l'ensemble (lady's suit). le pardessus (man's overcoat), le manteau (lady's overcoat), le béret, le chapeau, le veston, le soulier, le gilet, le col, le caoutchouc, le pantalon, le pullover, le bas, le chandail.
La blouse, la chaussette, la jupe, la jaquette, la cravate, la robe, la ceinture, la casquette, la pantoufle.

4. Les couleurs.

Grammaire:

1. Le verbe "porter".

2. La position des couleurs.

Lecture:

"Coqucrico"

Chants:

1. Alouette.

2. Sur le Pont d'Avignon.

Jeu:

Civilisation francaise:

LECTURE - LES VETEMENTS

M. Bédard va au bureau où il travaille. Il porte un complet gris, une chemise blanche et une cravate bleue. Il porte aussi un chapeau gris. Ses souliers sont bruns. Comme il fait beau, il ne porte pas de pardessus.

Georges et Margot vont à l'école. Margot porte une blouse rose et une jupe noire. Comme les autres jeunes filles, elle ne porte pas de bas. Georges porte un pullover rouge et blanc. Margot porte un béret, mais Georges porte une casquette.

Mme. Bédard reste à la maison. Dans la maison elle porte un joli tablier. A dix heures elle met son manteau et elle va au magasin.

Questionnaire A

1. Où va M. Bédard?
2. Où va Mme. Bédard?
3. Où vont Georges et Margot?
4. Que porte M. Bédard?
5. Que porte Margot?
6. Que porte Georges?
7. Que porte Mme. Bédard?
8. Qui porte un béret?
9. Qui porte un tablier?
10. Qui ne porte pas de bas?

Questionnaire B

1. Que portez-vous?
2. Que portez-vous en hiver?
3. Que porte le professeur?
4. Portez-vous un chapeau maintenant?
5. Portez-vous une cravate?
6. Qui porte un pullover?
7. Qui porte une robe?

Les Devoirs

A. Remplacez le tiret par "un" ou "une":

1. _____ complet
2. _____ chemise
3. _____ cravate
4. _____ chapeau
5. _____ soulier
6. _____ pardessus
7. _____ jupe
8. _____ blouse
9. _____ bas
10. _____ béret
11. _____ pullover
12. _____ casquette
13. _____ tablier

B. Écrivez en français:

1. the brown suit
2. the white shirt
3. the red tie
4. the grey hat
5. the blue skirt
6. the green blouse
7. the black beret
8. the yellow pullover
9. the pink apron
10. the black overcoat

C. Complétez les phrases:

1. M. Bédard travaille au _____.
2. Georges et Margot étudient à _____.
3. Mme. Bédard reste à la _____.
4. M. Bédard porte _____.

LES VÊTEMENTS (suite)

5. Il ne porte pas de _____.
6. Margot porte _____.
7. Elle ne porte pas de _____.
8. Georges porte _____.
9. Dans la maison Mme. Bédard porte _____.
10. Quand elle va au magasin elle porte _____.

SIXIEME PARTIE

Vocabulaire:

1. Des légumes: le chou-fleur, la radis, le céleri, l'oignon, la carotte, la laitue, la betterave, la pomme de terre, la tomate.
2. Des fruits: le citron, le raisin, l'abricot, la pomme, l'orange, la pêche, la poire, la fraise, la framboise, la cerise, la banane, la prune.
3. Des aliments divers: le poisson, le potage, le sucre, le sel, le poivre, le miel, le beurre, le fromage, un oeuf, le pain, le petit pain.
4. Des boissons: l'eau, le lait, le thé, le café, le chocolat.
5. Les repas: le petit déjeuner, le déjeuner, le dîner.
   Voulez-vous du sucre?
   Passez-moi _____.

Grammaire:

1. Partitif: du, de la, de l', des.
2. Verbe "prendre"

Lecture:

"Coquerico"

Chant:

Vive la Canadienne

Civilisation française:

Des sujets choisis par le professeur.

SOME SUGGESTIONS FOR TEACHING PART SIX

Vocabulary

1. Picture charts are indispensable in the teaching of the foods. It is better to have only the pictures on these charts as they can then be used for recognition drills.

   Pictures of the foods mounted so that they will stand up are useful for playlets involving situations at the table or at the store.

   Pupils will use cut outs or drawings for notebook illustrations.

2. As the words are learned they can be drilled through such questions as:
   1. Que préférez-vous pour le dîner?
   2. De quelle couleur est une pomme?
   3. Quel fruit est jaune?
   4. Quel fruit est doux?
   5. Quel fruit est sûr?

Grammar:

In teaching the partitive begin by using just the plural form. "Avez-vous des pommes? J'ai des pommes." Add to these the negative form: "Jé n'ai pas de pommes."

In another lesson introduce the forms "du", "de la" and "de l'", "de".

After the pupils have a fair idea of the forms, summarize the forms for their notes. The forms might best be remembered if they are learned in a series of sentences.

LE MATIN CHEZ LES BEDARDS

Il est huit heures moins un quart. Margot dort. Georges dort aussi.

(Mme. Bédard appelle les enfants.)

Mme. Bédard: Margot, Georges. Il est huit heures moins un quart. Levez-vous.

Margot: Oui, Maman.

(Elle se lève. Georges dort.)

Mme. Bédard: Georges! Georges! Levez-vous tout de suite.

Georges: Oui, Maman.

(Mme. Bédard prépare le petit déjeuner. Elle fait du gruau et du pain grillé. Margot arrive.)

Margot: Bonjour, Maman.

Mme. Bédard: Bonjour, Margot. Où est Georges?

Margot: Il dort, Maman.

(Mme. Bédard va à la chambre de Georges. Georges crie.)

Georges: Je me lève, Maman. Je me lève.

(Il arrive vite. Il porte un soulier et un chandail à la main.)

Questionnaire

1. Quelle heure est-il?
2. Qui dort?
3. Qui appelle les enfants?
4. Qui se lève tout de suite?
5. Que fait Georges?
6. Que fait sa mère?
7. Que fait Georges quand sa mère va à sa chambre?
8. Que porte-t-il?

Dites en français

A. 1. Quarter to eight .
2. The breakfast.
3. Some porridge.
4. Some toast.
5. George's room.
6. Get up immediately.
7. I get up.
8. I am preparing the breakfast.
9. He is sleeping.

B. 1. Margot is sleeping. She is sleeping.
2. Georges gets up. He gets up.
3. Mrs. Bédard makes the breakfast. She makes the breakfast.
4. Margot arrives. She arrives.
5. Mrs. Bédard goes to George's room. She goes to George's room.

A TABLE

Mme. Bédard: Le petit déjeuner est prêt. Mettez-vous à table.

M. Bédard: Georges et Margot, mettez-vous à table.

Margot: Oui, Papa.

Georges: J'ai faim. (Il s'assied vite.)

Mme. Bédard: Georges, apportez une chaise pour votre mère. (Georges se lève et il apporte une chaise pour sa mère.)

Margot: Maman, je n'ai pas faim.

Mme. Bédard: Mangez votre gruau.

(Margot mange le gruau. Le téléphone sonne. M. Bédard se lève. Il quitte la cuisine.)

Georges: Maman, voulez-vous me donner du pain grillé? J'ai faim.

Margot: Je ne désire pas de pain grillé.

Mme. Bédard: Voici du pain grillé.

Margot: Ah, Maman. Je n'ai pas faim.

Georges: (Il imite Margot) - Ah, Maman, je n'ai pas faim.

(Margot fait des grimaces.)

Georges: (Il répète.) Ah, Maman. Je n'ai pas faim.

(Margot frappe Georges et elle renverse un verre de lait. Elle commence à pleurer. La mère s'approche de Georges. Georges quitte la cuisine. Il répète, "Ah, Maman. Je n'ai pas faim".)

M. Bédard: Georges, venez ici.

Georges: (Doucement) Oui, Papa.

Questionnaire A

1. Qui a faim?
2. Qui n'a pas faim?
3. Qui désire du pain grillé?
4. Qui ne désire pas de pain grillé?
5. Qui va au téléphone?
6. Qui fait des grimaces?
7. Que fait Georges?
8. Que fait Margot?
9. Que fait Mme. Bédard?
10. Que fait M. Bédard?

Questionnaire B

1. Avez-vous faim?
2. Avez-vous soif?
3. Avez-vous froid?
4. Que prenez-vous pour le petit déjeuner?
5. Que prenez-vous pour le dîner?

Comment dit-on en français?

1. Sit down at the table.
2. Bring a chair.
3. The telephone rings.
4. She makes faces.
5. Come here.

Devoirs

A. Remplacez le tiret par "le", "la", ou "les".

1. _____ petit déjeuner
2. _____ chaises
3. _____ gruau
4. _____ pain grillé
5. _____ verre
6. _____ grimaces
7. _____ téléphone
8. _____ cuisine
9. _____ tables
10. _____ enfants

B. Remplacez les tirets par des mots convenables:

Le petit déjeuner est _____. Georges a _____. Il s'assied _____, mais il se lève et il _____ une chaise pour sa _____. Il mange le _____ et du _____ _____. Il fait des _____ à Margot. Elle _____ à pleurer. Georges _____ la cuisine. Son père arrive. Il dit: Georges, venez _____.

L'HEURE DE PARTIR

Mme. Bédard: Dépêchez-vous. Il est huit heures et demie.

Margot: Maman, il fait froid aujourd'hui. Je vais porter mon manteau.

Mme. Bédard: Mettez aussi vos caoutchoucs.

Margot: Oui, Maman. (Elle met ses caoutchoucs.)

Mme. Bédard: Georges, dépêchez-vous. Il est huit heures et demie.

Georges: (Il arrive) Où est mon pullover, Maman?

Mme. Bédard: Votre pullover est sur la chaise.

Georges: Ah. oui. (Il met le pullover.)

Margot: Au revoir, Maman.

Mme. Bédard: Au revoir, chérie. ..... Robert, dépêchez-vous.

Georges: Je me dépêche, Maman. Où est ma casquette?

Mme. Bedard: Votre casquette est dans le salon.

(Il va chercher sa casquette.)

Georges: Ma casquette n'est pas ici. ..... Oui, oui, là voici.

Mme. Bédard: Mon dieu! Dépêchez-vous. Il est neuf heures moins vingt.

Georges: Je suis prêt. Au revoir, Maman.

Mme. Bédard: Au revoir. Et dépêchez-vous.

(Georges quitte la maison. La mère s'assied. Elle est très fatiguée. Georges ouvre la porte.)

Georges: Maman.

Mme. Bédard: C'est vous? Que voulez-vous maintenant?

Georges: Où est mon livre, Maman?

Questionnaire

1. Quelle heure est-il?
2. Quel temps fait-il?
3. Qu'est-ce que Margot porte?
4. Qu'est-ce que Georges cherche?
5. Où est son pullover?
6. Où est sa casquette?

Comment dit-on en francais?

1. Hurry up.
2. I am going to wear my hat.
3. I am hurrying.
4. I am ready.
5. Here it is.
6. What do you want now?
7. Put on your rubbers.

Répétez ces phrases avec le sujet "vous"

1. Je porte un paire de souliers.
2. Je cherche le chandail.
3. Je trouve la cravate.
4. Je quitte la maison.
5. J'ouvre la porte.

1. Je porte ma chemise.
2, Je porte mon veston.
3. Je porte mes gants.
4. Je porte ma ceinture.
5. Je porte mon chapeau.

LA NEUVIÈME ANNEE

EXPRESSIONS GENERALES

1. Les expressions de la huitième année.
2. D'autres expressions utiles.

VOCABULAIRE

1. Vocabulaire de la huitième année.
2. Vocabulaire des dix premières leçons du livre "PARLEZ-VOUS FRANÇAIS?".
3. Vocabulaire des saynètes et des lectures.

GRAMMAIRE

1. Les principes de la huitième année.
2. Les principes des dix premières leçons du livre "PARLEZ-VOUS FRANÇAIS?".

PRONONCIATION

1. Repasser les règles générales.
2. Correction des fautes.

LECTURE

1. Saynètes: Les Trois Ours
   Le Petit Chaperon Rouge
2. Des morceaux choisis par le professeur.

CIVILISATION FRANCAISE

L'étude de la France

CLASSES BEGINNING THE STUDY OF FRENCH

Use the grade eight outline. Supplement it with exercises and readings from the text "PARLEZ-VOUS FRANÇAIS?".

TEXT - "PARLEZ-VOUS FRANÇAIS?"

The above text has been chosen to give the pupils experience in the use of a text. The first ten lessons are to be studied. Advanced classes might study additional lessons.

GENERAL EXPRESSIONS

Many of the common expressions have been introduced in grade eight; these need constant drilling. Many can be enlarged to include additional expressions and the use of other persons of the verb. - e.g.

Comment allez-vous? (Grade VIII)
Comment va votre père? (Grade IX)

VOCABULARY

In grade VIII a general vocabulary was chosen to meet the immediate needs of the pupils. Pupils will lose many of these words unless they are constantly recalled, through the continued use of vocabulary games and the association of the old words with the new.

In grade IX the vocabulary will include the new words in at least the first ten lessons of "PARLEZ-VOUS FRANÇAIS?", and in the playlets and readings.

The vocabulary in the text book should be mastered. Recognition of words from other sources would be adequate.

GRAMMAR

The grammar will include the principles found in the lessons in the text. These principles should be mastered.

All these principles and others have been introduced in grade VIII. Those that are not included in the lessons studied, such as agreement of adjectives, partitives and contractions, should be reviewed at every opportunity.

PRONUNCIATION

During the first few weeks time should be devoted to formal pronunciation drill. Correction of pronunciation errors should continue throughout the year.

READINGS

Film strips and records are available for the teaching of the playlets "LES TROIS OURS" and "LE PETIT CHAPERON ROUGE".

Teachers should feel free to use any other suitable playlets.

Advanced pupils might do additional reading from such texts as "FRENCH WITH A SMILE".

FRENCH CIVILIZATION

The centre of interest will be France - geography, history, points of interest, culture.

During the year chosen topics will be prepared for the use of teachers.

EXPRESSIONS UTILES A L'USAGE DES PROFESSEURS

1. ABSENCES

(a) Vous avez manqué deux semaines, Marie. Faites des devoirs supplémentaires chaque soir pour rattraper le travail de la classe.

(b) Adressez-vous au secrétaire de votre classe pour savoir ce que la classe a fait pendant votre absence.

(c) Adressez-vous au secrétaire de votre classe pour vous mettre au courant de ce que la classe a fait pendant votre absence.

(d) Nous gardons le contact par lettre, par téléphone, par visites avec un élève qui, étant malade, doit rester à la maison.

2. ACCENTS

(a) Ecrire un mot sans accents.

(b) Mettre les accents sur le mot "éléphant".

(c) Dans le mot "élève", on met un accent aigu sur le premier "e".

(d) Effacez l'accent grave sur la lettre "e" du mot "levons".

(e) Barrez (Rayez, Supprimez) l'accent sur "levons" (si l'élève a écrit le mot à l'encre.)

3. ACTIONS

(a) Retournez votre livre! (Le livre est ouvert à la page 56, et puisque, après un intervalle, on recommencera à lire à cette page, on ne ferme pas le livre, mais on le retourne.)
Maintenant, reprenez votre livre!

(b) Robert, placez-vous devant vos camarades!
ou, Robert, venez ici, et faites face à la classe.

(c) Faites-moi face! Regardez-moi!

(d) Chaque membre d'un groupe de quatre se tourne vers le centre imaginaire de son groupe et passe sa copie à gauche quand le professeur dit: "Echangez vos copies dans votre groupe de quatre!"

(e) Rendez les copies.

(f) Dernier élève de chaque rang, ramassez les copies!

(g) Allumez! Eteignez! ("Allumez" est préférable à "Donnez de la lumière.")

(h) Enveloppez votre gomme (à mâcher) dans un petit morceau de papier avant de la jeter dans la corbeille à papier (Ne pas employer "panier")

(i) Formez un grand cercle!
Mettez-vous en file!
Mettez-vous en file sur deux rangs!
Au lieu de ranger les chaises en deux rangées droites, face au président, rangez-les en deux demi-cercles concentriques, face au président!

(j) Faites les gestes en même temps que moi!

(k) Marie, échangez votre livre avec Marianne!

(l) Faites le tour de la salle de classe!

(m) Levez-vous avec difficulté (péniblement)!!

4. AFFICHES

(a) Apposer une affiche
Enlever une affiche

(b) Fixer une affiche avec des punaises (si l'on veut mentionner comment)

(c) Afficher une annonce, afficher un bulletin

(d) Tableau de vocabulaire: Légumes (une grande feuille de carton sur laquelle sont collées des images en couleur de petits pois, laitue, etc)
Tableau de vocabulaire: Moyens de transport.

5. ANNOTATIONS

(a) Écrivez en marge en haut de la page 153 "Quelle est la forme de l'assiette? et, au moyen d'une flèche, réunissez cette expression au mot "la forme" dans le vocabulaire!

6. ARTICLE DEFINI

(a) L'épicier est l'homme qui vend le sucre, le thé, le café, les épices.
(b) Le boucher est l'homme qui vend le bifteck, le mouton.....
(c) Le charcutier est l'homme qui vend le porc.
(d) Le pommier est l'arbre qui porte les pommes.
(e) Le pommier porte les pommes; le cerisier porte les cerises.
(f) Le facteur est l'homme qui distribue les lettres.

7. BRUIT

Les élèves qui sont assis près des fenêtres sont désireux de savoir si c'est une ambulance, une pompe à incendie, ou un agent de police a motocyclette qui fait retenir la sirène dans la rue.

8. CAHIER

(a) Un cahier à feuilles mobiles (Ne pas employer "à feuilles volantes")

(b) Une feuille de papier non-réglé.

(c) Les notes de chaque élève sont divisées en neuf sections:

1. Devoirs	4. Exercices	7. Verbes
2. Civilisation Française	5. Epreuves	8. Expressions Utiles
3. Chansons	6. Notes Importantes	

Pour commencer chaque sections, l'élève illustre la première page. L'élève décore une feuille de papier non-réglé d'un dessin fait à la main, ou d'une illustration découpée d'une revue.
Il écrit "Civilisation Française" en caractères d'imprimerie de fantaisie.

9. CORRECTIONS

(a) La réponse correcte à cette question vaut 6 points.

(b) Indiquez les fautes (les réponses incorrectes), additionnez les points, et mettez la note en haut de la copie à droite.

(c) Si l'on a omis une réponse ou si l'on a fait une réponse incorrecte, écrivez la réponse correcte.

(d) Après avoir rendu des copies à une classe, le professeur dit: "Faites les corrections, en écrivant une fois en anglais et trois fois en français les expressions où vous avez fait des fautes. Exemple:

	un verre d'eau
a glass of water	un verre d'eau
	un verre d'eau

10. CRAYON ET ENCRE

(a) Faites les corrections au crayon rouge.

(b) Faites les corrections en rouge (au crayon rouge, ou, à l'encre rouge)

(c) Ecrivez a l'encre.

11. DEJEUNER

(a) Apporter son déjeuner à l'école (apporter quelques sandwiches, un morceau de gâteau, et une pomme dans un sac en papier brun)

(b) Prendre son déjeuner au cafeteria (service avec plateaux)

(c) Prendre son déjeuner au réfectoire (plus compliqué, plus cher- service à table)

12. ECRITURE

(a) Mettez le point sur le "i" dans le mot "singe".

(b) Mettez les points sur les "i" dans le mot "civilisation".

(c) Barrez tous les "t".

(d) Mettez le point directement sur la lettre "i".

(e) Si un élève qui écrit au tableau noir remplit une section du tableau noir du haut en bas, les élèves qui sont assis au fond de la salle de classe ne peuvent pas voir les cinq dernières lignes de l'écriture. "N'écrivez pas sur la partie inférieure du tableau noir."

(f) Séparez "àcôté" en deux mots, et mettez un accent grave sur la lettre "a".

(g) Joignez "des" et "cendres", et supprimez la lettre "s" à la fin du mot.

Quand on se sert d'un stylo à bille, on risque continuellement de se salir les doigts et les vêtements. Écrivez très petit, pour écrire le tout sur une seule ligne.
Faites un rectangle (un cercle, un carré, un ovale) autour du mot "milieu". Mon stylo coule. Voulez-vous me prêter un buvard, s.v.p.?

13. EFFORTS SPÉCIAUX

"Specimens de français courant" (l'en-tête d'une page ou l'élève colle un reçu, une recette, une mode d'emploi, une étiquette, un permis, le devant d'un paquet à graines, etc. tous écrits en français. L'élève souligne une vingtaine de mots dont il a su deviner la signification en comparant le texte français avec le texte anglais.)

14. ESCALIER ET COULOIR

Dans l'escalier entre deux étages

À chaque étage de l'école, de chaque côté du COULOIR, il y a des placards pratiqués dans le mur où les élèves gardent leurs livres et leurs manteaux. Deux élèves partagent un même placard.

15. EPREUVES

(En France, le mot "examen" est réservé aux épreuves destinées à l'obtention d'un diplôme, le Baccalauréat, par exemple.)

(a) L'épreuve du 20 avril portera sur les sujets suivants: ..... etc.

(b) En étudiant pour votre épreuve, écrivez sur les deux côtés de cette feuille de papier, Pierre. Conjugez par écrit des verbes que vous ne savez pas bien, écrivez trois ou quatre fois des mots dont l'orthographe est difficile, écrivez des expressions idiomatiques. En tête de ce devoir, mettez "Préparation à l'épreuve du 15 avril."

(c) Dans les cinq minutes qui vous restent, relisez ce que vous avez écrit. Corrigez vos fautes.

(d) Epreuve du 15 avril ... Réponses Correctes 50/50
(Sous la direction du professeur, et aidés par les meilleurs élèves, les élèves inscrivent dans une certaine section de leurs cahiers les réponses correctes afin de pouvoir corriger avec confiance leurs propres fautes quand le professeur leur aura rendu leurs "copies".

reviser (avant une épreuve): faire une révision.
La réponse correcte à cette question vaut 6 points.

16. ETUDE DE MOTS

(a) Nommez deux mots anglais de la même origine que "pied".

(b) Nommez deux mots anglais qui ressemblent en orthographe et en signification au mot "pied".

(c) Nommez le verbe qui correspond au nom "la correction".

17. EXERCICES

Premier, deuxième, et troisième rangs, voulez-vous commencer par la première phrase et faire autant de phrases que possible? Quatrième et cinquième rangs, voulez-vous commencer par la dernière phrase et faire autant de phrases que possible?

18. GRAMMAIRE (Pour les classes de deuxième et de troisième année)

Le participe passé d'un verbe conjugé avec AVOIR s'accorde en genre et en nombre avec le complément d'objet direct qui précède ..... s'il y en a un.
Dans ce cas, le participe passé ne s'accorde pas ou - Dans ce cas, il n' y a pas d'accord.

Pronoms Démonstratifs:
Celui, celle, ceux, celles - sont les pronoms démonstratifs masculins et féminins.
Cela et ceci sont les pronoms démonstratifs neutres.

Expressions Verbales:
Je serai, nous avons été, vous auriez pris, sont trois expressions verbales.
Diverses Expressions Verbales est ce qu'on écrit en tête d'un exercice tel que celui qui suit:
Is the bus stopping?
The train stopped.
Stop!!
Hurry (fam.)!!
The children didn't get up.
Divers est ce qu'on écrit en tête d'un exercice sur quelques différentes questions de grammaire.

19. GROUPES

Groupe avancé, groupe moyen, groupe élémentaire.
Groupes moyen et élémentaire - ou - groupe moyen et groupe élémentaire.

20. INDICATIONS

La première ligne - ou - ligne un.

Etudiez de la première ligne jusqu'à la quinzième ligne, et préparez-vous à écrire une dictée sur ce sujet.
Ecrivez deux fois de la ligne un jusqu'à la ligne quinze.

21. "LOG" (Le Cahier de Textes, officiel, de la classe)

Dans la Ière section de son cahier, chaque élève inscrit jour par jour le devoir pour le lendemain. De plus, les deux secrétaires de chaque classe, dans une subdivision de cette partie inscrivent, après chaque classe ce que nous avons fait en classe afin que les élèves qui sont absents puissent, à leur retour, se remettre au courant.

Les deux secrétaires tiennent le cahier de textes, officiel, de la classe.

Les deux secrétaires tiennent à jour le cahier de textes, officiel, de la classe (keep the "log" up to date).

22. LIAISON

Mettez une barre après le mot "et" pour indiquer qu'on ne fait pas de liaison.

Indiquez toutes les liaisons de cette façon.

23. EXPRESSIONS MODELES

signifie une expression modèle (que nous apprenons par coeur)

signifie une expression modèle que nous chantons

Nous chantons cette expression modèle sur l'air "Vive la Canadienne".
Quelle expression modèle faut-il employer dans cette phrase?

24. NOMS

Son nom de famille est Churchill.
Son prénom est Winston.
Son sobriquet est "Winnie". Son diminutif est "Winnie".
Son surnom est "The man of blood, sweat and tears".

25. PAPIER

Une copie - ou - une copie de composition.
Un cahier de brouillon est un cahier dont la qualité du papier est inférieure ou moyenne et dans lequel l'élève fait des exercices qu'il ne vaut pas la peine de conserver.

26. OBJETS ET ACCESSOIRES

La lampe - quatre lampes éclairent la salle de classe.
(Un lustre est un important appareil électrique avec plusieurs ampoules et facettes de cristal ou abat-jour.)

(une grande coupe en verre translucide renferme une ampoule, et le tout est suspendu au plafond.)
Le tableau noir de côté
le tableau noir de face
le commutateur (Éclairez! Éteignez!) est près de la porte
Faites marcher la radio..... Fermez la radio.
(L'expression "la radio" est aussi commune que l'expression "T.S.F.")
le radio (UN MEUBLE)
Le placard, pratiqué dans le mur, contient trois rayons sur lesquels sont rangés des livres. Ce placard a un mètre et demi de largeur sur un mètre de hauteur.
Faites marcher le phonographe! Arrêtez le phonographe.

27. ORTHOGRAPHE

Le mot "drapeaux" commence par un "d" et se termine par un "x".
Le mot "entreprise" commence par un "e" muet.
Le mot "homme" commence par un "h" muet.

Le genre des lettres de l'alphabet:

a - m.	h - f.	o - m.	v - m.
b - m.	i - m.	p - m.	w - m.
c - m.	j.- m.	q - m.	x - m.
d - m.	k - m.	r - f.	y - m.
e - m.	l - f.	s - f.	z - m.
f - f.	m - f.	t - m.	
g - m.	n - f.	u - m.	

28. POLITESSE

Mademoiselle, il y a quelqu'un (toujours masculin) à la porte qui voudrait vous parler.
Tournez, s'il vous plaît - ou - T.S.V.P.
Puis-je m'asseoir à côté de vous?
Volontiers. ou - Je vous en prie. ou - Avec Plaisir.
("Volontiers" signifie "J'y consens avec plaisir" aussi bien que "Je le ferai avec plaisir".)
On dit "Pardon" quand on éternue
quand on laisse tomber un livre, et rompt ainsi le silence
quand on cogne quelqu'un
On dit "Je vous demande pardon" quand on veut boire à une fontaine, et quand deux personnes en conversation tout près de la fontaine empêchent qu'on s'en approche

Supposez qu'un groupe d'élèves attende (subjonctif) pour boire à une fontaine.
Si un élève veut inviter un autre élève à boire avant lui, il dit, "Après toi" ou "Passe".

Si une dame veut inviter une autre dame à monter dans l'autobus

avant elle, elle dit, "Après vous" ou "Je vous en prie" ou"Passez".

Si une dame veut inviter une autre dame à prendre un sandwich sur une assiette avant elle, elle dit, "Après vous", "Je vous en prie", ou "Servez-vous".

C'est très gentil de votre part de vous baisser pendant que vous remplissez votre stylo pour ne pas empêcher les autres de voir le tableau noir. (Pour ne pas masquer le tableau noir.)

29. POSITION

Avancez! Prenez une meilleure place!
(Le professeur invite les élèves qui sont assis vers le fond de la salle de classe à prendre les places de ceux qui sont absents si ces places libres sont plus près du professeur et du tableau noir.)

Changez de place avec Marianne!

Voulez-vous prendre cette place, s.v.p.
(Je veux que vous preniez cette place.)

Voulez-vous prendre cette place?
(Désirez-vous prendre cette place?)

C'est le Ton employé qui indique la différence de sens.

30. PRATIQUE

(a) Nous avons étudié la prononciation du mot "fauteuil".
(b) Nous nous sommes exercés à bien prononcer le mot "fauteuil".
(c) Nous nous sommes exercés à dire l'expression "Puis-je vous offrir mon stylo?)
(d) Je veux habituer mes élèves à employer le mot "quelqu'un".
(e) Je veux donner à mes élèves beaucoup d'occasions d'employer le mot "quelqu'un".

31. PRIVILEGES

(a) A cause de votre succès, vous avez le privilège de lire ce livre pendant la classe.
(b) A cause de votre effort soutenu, vous avez le privilège de ne pas faire de devoir ce soir.
(c) Vous êtes exemptés de devoir ce soir.

32. REMARQUES

(a) Vous devenez plus exact.
Vous commencez à avoir le regard plus pénétrant.
Vous commencez à faire bien attention aux petits détails.
Vous commencez à voir plus clair.
(encouragement à un élève qui, au début de l'année scolaire, faisait beaucoup de fautes en copiant quelque chose du tableau noir ou de son livre dans son cahier.)

(b) Vous êtes très complaisant. Vous êtes très serviable.
(remarque faite à un garçon qui n'hésite pas à porter un bonnet ou à faire d'autres choses un peu embarrassantes pour aider le professeur à mieux expliquer quelque chose à la classe.)
Marie, vous êtes très complaisante. Vous êtes très serviable.

(c) Vous n'avez pas peur du travail.
Vous n'avez pas peur de travailler dur.
Vous faites vos devoirs consciencieusement.
Vous faites vos devoirs à fond.

(d) Vous faites bonne mesure.
(remarque faite à un élève qui remplit les deux côtés de sa feuille de papier en écrivant très petit.)

33. SAYNETES ET PIECES DE THEATRE

(a) A la page 34, commencez à lire à la deuxième réplique de Pierre Boile.
(b) Dans la scène 4, cet acteur n'a que deux répliques.
(c) Ecrivons une saynète basée sur cette anecdote.
(d) D'abord il faut remplacer le discours indirect par le discours direct. Vous pouvez travailler en groupes de quatre pour écrire votre saynète.
(e) S'il n'y a que deux personnages, mais beaucoup d'action, on emploie le mot "saynète". Un DIALOGUE est une conversation et non une action dramatique.
(f) Présenter une anecdote sous forme de saynète devant la classe.
Présenter une anecdote sous forme dramatique devant la classe.

34. SIGNES PHONETIQUES

Le demi-cercle est en haut et l'arc est à gauche.

Le demi-cercle est en bas et l'arc est à droite.

Le deuxième signe est l'inverse du premier signe.

35. TEMPERATURE

Quelle température fait-il dans notre salle de classe?
(En regardant le thermomètre à l'intérieur d'un bâtiment, on peut dire, "Il fait chaud ici, mais il fait froid dehors.")
Quelle est la température de cette salle?
Deux degrés au-dessous de zéro. (Le verbe n'est pas utile quand on répond à cette question.)
Il fait deux degrés au-dessous de zéro.

36. TON DE LA VOIX

(a) Parlez fort afin que les élèves au fond de la salle de classe puissent entendre.
("à haute voix" n'est que le contraire de "à voix basse" - ou de "silencieusement").

(b) Il faut parler très fort, car il y a beaucoup de bruit dehors.
Il faut parler très fort pour dominer le bruit du dehors.

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